
The AMERICAN SHORTHAND TEACHER

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Other Commercial Subjects*

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Events Within Events

A Proposal for Widening the Scope of State Contests

By Elizabeth S. Adams

Pacific Coast Office, Gregg Publishing Company, San Francisco

TO anyone who has been in close touch with the State Contests the past few years, some conditions are worth thinking about carefully. No one questions that the honors go to the most gifted writers. But the condition that most often prevails is that these honors go year after year to a small group of schools or to a single school. Many teachers from small schools enter students just to show that they are good sports, for they know there is no remote chance of winning any sort of honor. But many more teachers have stopped entering contests because there is no chance of success.

Soaring Records Discourage Many Former Participants

As matters now stand, any student who is in the Novice class must have an established rate of 300 or more net strokes a minute. The Amateur who hopes to win must write well over 350 strokes a minute. This last year the Amateur winners in four different state contests wrote at the following net rates

per minute—475 strokes, 425, 415, 380. The Amateur who has not established a stroking rate of 400 stands very little chance of winning.

To a wise teacher who looks facts in the face, none but an exceptional student stands any chance of placing among the honors in the contest; moreover, this wise teacher knows that any winning stroking rate requires hours and hours of practice beyond the limits of the organized program in typewriting of forty-five minutes a day. So, many and many a teacher who used to be enthusiastic over contests is refusing to enter her students. The contests are fast becoming limited to a very few enthusiasts from schools where unusual stress is put upon the glory of winning the contests. Students are trained day and night—literally, and some very marvelous records are being made—records that seem incredible.

Can't We Provide for the Runners-up?

It would be intolerably stupid to cavil at the superior work that such students are doing under the guidance of wonderful teachers. But

like all superior achievement, we who are left so far behind do not like eating the dust of the backward trail. Since there are only a few of these gifted students in any community and there are many, many others doing good work, is there not some way that we can open up contests to make them wider in their scope—wide enough to encourage by recognition the less gifted but still excellent boys and girls? If some reorganization does not come soon, contests are doomed.

We Want Your Ideas!

In this article we are submitting a rough—very rough—draft of regulations for a contest run on a series of events. Read this draft over carefully. Note your objections. Write to the editor of the magazine your questions and any suggestions that occur to you. A successful contest is a coöperative affair. It is run for YOU as well as for your neighbor. You must do your share in formulating the best plan. It has been proved that collective group decisions are better than the one-mind decision. So, WE need YOU. Do not fail us!

The Proposed Scheme

We assume that a contest shall be run off exactly as it is at the present time, with two major divisions of Novice and Amateur. In many states there is also a "Third-Year Event," but such an event is outside this discussion. It may, or may not, be offered without affecting the scheme outlined. There shall be, as now, a Novice winner and an Amateur winner. From that point on there comes a difference.

This is the scheme:

Introducing Minor Events

In addition to the major events of Novice and Amateur, the contest shall be made up of a series of minor events classified as follows: 40-word Event; 50-word Event; 60-word Event; 70-word Event; 80-word Event.

Conditions of Entrance

A Novice may enter any event. An Amateur may enter any event except the 40-word. To be eligible to any event, the highest school record previous to the date of registration must not exceed the limit set for that event.

40-word...	limit 49	net words
50-word...	limit 59	net words
60-word...	limit 69	net words
70-word...	limit 79	net words
80-word...	limit none	

No entrant may receive credit in any minor event except the one in which he is entered.

For instance, an entrant in the 60-word Event may write at a higher rate than any entrant in the 70-word Event, but he can rank only in the 60-word Event. However, if he were the winner of either the Novice or the Amateur major events, he would be given recognition regardless of the minor event in which he is entered, and in addition to credit for winning the minor event. His school team would get points for both Major and Minor victories.

Registration

Registration of entrants must be closed (two weeks) (ten days) (one week) before the date of the contest. At the time of registration the fee shall be paid and the full classification of the entrant given with regard to the major and minor events. An entrant must be entered in one major and one minor event. Alternates may be registered at this same time without extra fee, but the names of alternates must be scratched out if original entrants appear the day of contest.

For the convenience of the Contest Manager the date limit for registration should be very definite. He should have ample time to prepare an official list of entrants for each event. He could have ready a sufficient number of envelopes marked with the name of each event. On the day of the contest the students would be seated by event rather than by school groups. The distribution of the envelopes would then be very simple. Obviously, each student must be okehed by the official list and assigned his seat in the proper group.

What Shall Constitute a Team

The School Team shall consist of an equal number of Novices and Amateurs unless otherwise ruled. This number may be two each, or it may be three each, or even one each. There is no restriction in regard to the minor events in which these teams may be entered. No third-year student may be considered a member of a school team. If a school is too small to enter a complete team, that school may enter students for the major events only.

With this single exception NO STUDENT may write upon the floor at the contest unless registered as a member of a school team. (This regulation is suggested to eliminate the crowded condition that results when some thirty students from a single school enter a contest. We feel that it is the number of schools represented that is the important feature, and that entrants other than the school team should be discouraged as tending to overbalance things and make the problem of correcting and checking records unnecessarily heavy.)

What Shall Constitute Awards

In general, all existing individual and school awards based upon speed and accuracy in the major events will be given. Team awards shall be made on the basis of points for placement in the different events, for certain bonuses, and for certain accuracy records (see scale).

SCALE OF POINTS FOR TEAM AWARDS

Major Events	Points	Total
Novice		
First Place Speed.....	5	
First Place Accuracy.....	5	10
Amateur		
First Place Speed.....	5	
First Place Accuracy.....	5	10
Minor Events (Five)		
First Place	5	25
Second Place	3	15
Third Place	1	5
		—
		65
Bonuses		
Perfect paper	5	
Novice winning any Minor Event in which he is entered above 40-word Event	5	

Summary—Without counting the possible points for bonuses there are 65 points to be won with nineteen chances—a distribution that offers encouragement to all schools and all contestants.

Penalty—If an entrant falls below the minimum speed for the Minor event in which he is entered, he is disqualified for placement in that event, but not for placement in the Major event in which he is entered. To illustrate: If a student enters the 80-word Event and writes at the net rate of 79 words, he is disqualified for placement in the 80-word Event but not for placement in the Amateur event.

INDIVIDUAL AWARDS

Medals, trophies, or pins.....total of eleven

First Place in each Minor Event.....	5
First Place in each Major Event.....	2
Second Place in each Major Event.....	2
Most Accurate Novice*.....	1
Most Accurate Amateur*.....	1

* No restriction on net rate unless a tie between two perfect papers, in which case award goes to the higher net speed.

Individual Ribbon Awards.....total of twelve

Second and Third Places in each Minor Event.....	10
Third Place in each Major Event.....	2

School Team Awards.....total of five

Trophy for First, Second, and Third Place*.....
(Cups or pennants may be the trophies)

* Placement based on total of points for net speed, accuracy, and any other bonus won by members of the team.

One trophy for Team averaging the fewest errors.

One trophy for Team averaging the highest net speed.

If such a scheme of awards meets with the approval of a Contest Committee, it will be easy to work out simple and effective scoring

sheets that will make the matter of recording results a mere matter of checking routine. Each Minor Event will be checked as a unit and recorded. The points for Team Awards will be transferred to the proper recording sheets. The envelopes will then be separated into the Major Events and the records made for these events. In no way would such a scheme add to the difficulties of checking and recording. In fact, the correcting would be more systematic and the checking less likely to error because of the cross-checking that would result from making the necessary records.

Who Would Benefit by Such a Scheme?

The fast writers would win just as many honors as they do now.

The slow writers who are accurate would be able to win more honors both for themselves and for their school team.

No one would be doomed to oblivion because his speed was not greater than forty-five net words.

With such generous bonuses for accuracy, the student would be likely to strive for accuracy rather than speed, and thus cut down the totals of errors which are now a depressing feature of most contests.

Each entrant has a real chance of winning some honor.

The small schools would stand a much greater chance of earning Team Awards under this scheme than they do at present.

Selecting the Team

An objection has been voiced in regard to selecting the students by their highest previous school record. It was asked, "What guarantee is there that a teacher reports honestly on the past record of the student?" There is no guarantee and can never be any guarantee but the word of honor of the individual teacher. This same condition holds true in regard to the classification of Novice and Amateur. The teacher's statement has to be accepted in good faith. It is a sad fact that once in a very great while some teacher, over-zealous to win, will falsify statements, but it is so rare an occurrence that we do not feel that we should permit any consideration of such a possibility to enter this discussion.

Let Us Hear From You

If this scheme as outlined appears practical to you, remember that it is YOUR contribution of editing and refining that is what is needed to bring about Bigger and Better Contests for Eager and Earnest Contestants. This is an open forum on this question of widening the scope of contests, and we want to hear from all our readers!

The Relation of Principles of General Education to Principles of Commercial Education

By Mayme V. Johnston

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WITH very little effort one can discover that only a few years ago general education and commercial education were placed upon entirely different levels. The Greek idea of the dualism of "knowing and doing" predominated. Students of commercial education were looked upon as a more or less inferior class, who were driven by necessity to make their living and, therefore, all of the classical or cultural subjects were omitted from the curriculum of that department.

In order to show that such an idea should not exist, one finds it necessary to make an investigation of just what may be considered as the basic principles of general education, then show how commercial education is related to general education, and thus eliminate the false notion that the two are on different levels.

Cardinal Principles of Education

Let us take as our starting point the seven cardinal principles of education, as given by a committee selected to decide on the most fundamental points in education. They are health, command of fundamental processes of the subject, vocational aspects, civic responsibilities, home membership, use of leisure time, and ethical character.

Health

One of the most important functions in the school is to teach the pupils how to care for their health. We give them exercises in the gymnasium classes which will assist in the development of the different parts of the body, correct posture, etc. In the home economics department they learn how and what to eat, and how to prepare healthful foods. Instruction in physiology gives them an idea of what it means to maintain a healthy, clean body.

Self-Maintenance

As we all know, "making a living" is the leading thought with many thousands of people today. The public and private schools are

institutions which must prepare those thousands for self-maintenance. They must provide such instruction as will make these individuals more capable of earning a livelihood. They must teach them to have proper attitudes towards their associates and towards business procedures. In order to give this training to the boys and girls it is necessary for us to give them some practical problems based upon their experience and facts obtainable by them in a more concrete, tangible way. They must be made to see that what they are doing will be of value to them, and not something which they will never use.

Citizenship

The school must also teach the value of loyalty to the community and the home. The pupils should feel that they must assume the responsibility of doing all they can to make their community and their homes places of which they may be proud; and they must contribute towards maintaining a living situation which is a credit to them and to their fellowmen.

Extra-Curricular Activities

One must not forget the importance of the extra-curricular activities in the school. The glee clubs, athletic clubs, orchestras, dramatics, etc., all have their part in the lives of the pupils. The elements of fairness, honesty, and good fellowship are developed in the athletic endeavors, while training in music, art, and dramatics gives the pupils an appreciation of something which will aid them in putting in their leisure time outside of school or working hours.

Education Must Be Progressive

Thus one finds that the problem of educating our young folk is a tremendous one, and the responsibility seems to grow as the world progresses. New inventions and new discoveries have only added to the already more or less difficult situation. Provision must be made for caring for the changing future.

We must teach the pupils to solve their own problems, to use initiative and judgment and to meet new problems in an effective, efficient manner.

The Demands of Business

At this point let us consider the part which commercial education plays in the lives of our school boys and girls and college men and women. Shall we base our instruction on the seven cardinal principles of general education? The question may be asked, "What do business men expect of our commercially trained students?" In the first place, they must have a healthy body or they cannot do their work efficiently. They must be able to be at their desks regularly and on time. They must be trained to solve problems correctly and satisfactorily, they must be cooperative with their fellow-workers and the firm, they must be honest and dependable, they are expected to be able to use good English, to meet people and take care of their wants, and they must be posted on current events as well as the important events that have taken place in the past.

Can we take care of all of these requirements if we limit our courses to typewriting, shorthand, bookkeeping, salesmanship, banking and others of the strictly commercial type of studies?

Commercial Students Need Culture

Typewriting is thought of in general as being a purely mechanical procedure. Of course the actual working of the machine—striking the keys, shifting the carriage, putting the paper in and taking it out—is mechanical, but let us not forget that the typist is responsible for the artistic arrangement of any material which he types, and he must also see that the words are properly spelled, the English is correct, etc. It is true that many typists are just as mechanical in all of their work as they are in operating the machine. They must have their work all laid out in just the way it is to be typed or they are at a loss to know how to place it on the page attractively; but does the business man always have the time to give definite, detailed instructions? He had better pay the typist who can use judgment and initiative and save him the extra time he would spend in planning his own arrangement.

Much the same may be said of stenography, bookkeeping, commercial law, and other subjects offered in the department of commerce. Those students taking these courses may be machines and carry out their work in the same mechanical manner year in and year out, but it takes the student who is familiar with good English, who can meet people and carry on an intelligent conversation, who is

able to think clearly and logically, and who is capable of assuming a certain amount of responsibility to meet the requirements of business today.

Why Study Latin?

Now let us consider for a time some specific cultural courses which may be of value to the commercial student. One often hears the remark, "Why study Latin? It is a dead language and won't be of any use." If one is efficient in English, he reads a great deal, studies new words and is careful of his sentence structure. As we know, a large number of our English words are derived from the Latin language. As a result, a study of Latin is helpful in the learning of these words. Sentence structure is emphasized in Latin, thus giving the student training in the effective placement of words in a sentence. We find in the teaching of business letter writing that the students are lacking in the knowledge of how to make their sentences *sound* smooth and rhythmical. Their statements are blunt in many cases, and their expressions are harsh and crude. The study of Latin will undoubtedly help a great deal in eliminating such difficulties. Then, does not the study of Latin give the student what the business man requires—the ability to read, write, and speak correct English?

If one studies salesmanship, or if he reads the advertising sections of the magazines of today he will note the many references to characters of Latin and Greek origin, such as Phoenix hose, Atlas cement, Ajax tires, Hercules stump pullers, etc. The picture used by the American Bell Telephone Company as an advertisement is that of Mercury. Do these names mean any more to the pupils of non-cultural subjects than Smith cement or Jones tires? Do they look at these advertisements and realize "What's in a name"?

History

Why should the commercial student study history? Again we say the successful person in business must be able to meet and to talk with all types of people, both educated and uneducated. Many references may be made to what has taken place in the past. A knowledge of what happened in the various countries during the World War and previous wars has helped the business man to make discoveries and to draw conclusions and to improve his business conditions. We are told that our study of history is too much a process of memorizing dates, of learning about the lives and deaths of kings and queens. Perhaps that is true, but that does not justify the dropping of the study of history by the commercial students. They must know of the

events which brought about the development of their own country if they are going to compete with the rapid progress being made in America today.

Literature and the Arts

Literature, art, and music have already been mentioned as necessary in the lives of everyone, because of their great contribution to the leisure time of the business man and woman. What do they do after office hours? Are they content to go home and read? Do they ever go to the library or the art gallery? What is their choice in theatricals—vaudeville, the movies, opera, or Shakespeare? Perhaps they enjoy the public dance hall. Do not the answers to these questions depend upon the background that these individuals have? Undoubtedly, the leisure time of the business man and woman will depend largely upon the resources from which they have to draw.

For a specific example one may mention the situation in our Capital City, Washington, where is found a great variety of "stages" in education. One may visit the movies, the public dance halls, and the amusement parks and see the hundreds of men and women who have cast aside all thought of responsibilities and are thinking only of what to do to have a good time. At the same time one may look in at the Corcoran Art Gallery and the Congressional and Public Libraries and find students who prefer to spend their leisure time by surrounding themselves with the quiet atmosphere of books and pictures. The same is perhaps true in any large city.

Of course, these examples are extremes. Perhaps one would not dare say that either is entirely desirable if taken alone, but it is too often true that the business man and woman lack the cultural background which makes them content to spend an evening at home with nothing to amuse and entertain them.

The Professions Also Need Commercial Training

An effort has been made to prove that the commercial student *needs* training in cultural subjects. In order to show that the commercial and classical courses must be more closely related, one must also prove that the cultural courses have need of what the commercial department has to offer.

In the first place, is this not a time when *most* of us are engaged in earning, saving, and spending money? Is not that the great slogan today? Think of our playwrights, story writers, professional authors, musicians, etc. Is not a knowledge of typing, stenography, bookkeeping, and law of value to them in enabling them better to take care of their

personal affairs? Add to these subjects banking and investments, insurance, contracts, advertising, and salesmanship, and we find that the individual is equipped to handle his finances and his business affairs as well as give to the world the finest literature and music. Information of this type, even though superficial, is bound to help the man or woman with the cultural education to evaluate his work more adequately; it gives him a knowledge of the importance of careful investments, of how to sell his goods to the public, how to make contracts legal, and how to estimate what society wants. It may be said that someone can be hired to do all of this work, but is there not *some* satisfaction in knowing that one is independent and capable of attending to his own business affairs?

The question is often asked, "Shall we permit the non-commercial students to take typewriting in high school?" These pupils will undoubtedly be making their living the same as the commercial students, and they need to be able to type their personal letters, articles, college themes and outlines. Even the housewife says that an index card box of neatly typed recipes is something of which to be proud.

One sees, then, that cultural education in itself is not sufficient. There must be vocational subjects if one is to be well equipped and round out his education.

Commercial and General Teachers on Par

If commercial and cultural education are to go hand in hand, it will be necessary for the teachers of commercial subjects to equip themselves for giving instruction equally as good as that given by the teachers of cultural subjects. It is a well-known fact that for a good many years the commercial departments of our high schools and colleges have been looked upon as inferior to other departments. Why? Because for so long the teachers who were hired in the commercial departments were not prepared to teach. School officials did not hesitate to employ a man or woman to teach typing, shorthand, and bookkeeping who had had little or no training in those subjects; and no definite requirements as to college training had to be met. Contrary to this situation, the instructors in the English, science, language, mathematics, and history departments were required to have a degree or practically the equivalent.

Such is not the case today. The time has come when the educational requirements of the commercial teacher are in many states the same as those of the teachers of any other department. This progress has led to the development of commercial training in many of our large universities, and excellent in-

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The Teaching of Typewriting

How Best to Learn (and Teach) Typing

By Harold H. Smith

Educational Director, Gregg Publishing Company

(Continued from the September issue)

SINCE we have agreed to free ourselves from ancient notions and traditions, teaching methods and devices, we should proceed very systematically to a careful check-up of the "things-to-be-learned." These can probably best be visualized in the form of a table from which the teacher can check off each item as it is taught. We are still concerned, remember, with the lowest order of skill—learning to make individual typing movements.

A Systematic Check-up of "Things-to-Be-Learned"

It will be recognized at once that even though this is the lowest level of skill it represents a very complex problem to the learner. We have already described its complexity to some extent in an earlier article; but we must now face each separate element fairly and squarely if we are really to guide (teach) the pupil most efficiently. How shall we best teach and the student learn these things? It is not enough to say "Attack each problem separately, and build each thing that is learned into the structure of the whole. Work from simple to complex. Practice makes perfect, etc." These are abstractions—not concrete instruction. It is incumbent upon the true teacher to find the *best order* of attacking these separate problems, and then to use the *best methods and teaching devices* to attain worthwhile ends. Traditions, notions, prejudices and opinions have little place in valid decisions here. "Get out and get under" is a better slogan.

What are the worthwhile ends aimed at on this lowest level of skill? Just these—skill in executing the 85 major character- and space-making movements (42 lower case, 42 upper case, and 1 space-making movement). And *skill* means "speed, accuracy, and fluency" in producing the desired character or space in a practically simultaneous stimulus-response relationship!

Above everything else we do not want an exception to occur. We do not want the typist to perform any single one of these dozen or more mental and physical steps in the

learning process for any one of the 85 movements to be learned in such a way as to set up a bad typing habit. Habits acquired in this stage are more likely to remain to plague the learner than those acquired in any other stage. The reason for this is that he gets so much practice in performing these individual character- and space-making movements that whatever happens to be practised is almost sure to become fixed in his habit structure for good or for ill.

This was why we suggested in the last article some preliminary practice be given in finger movements (see 4d and 5 in Table I)—disassociated, however, from any particular letter or character. The result of this practice is to place the control of the typist's fingers a little better under his will, so as to permit him to turn his attention to other important phases when the associative process begins. By eliminating every problem except that of willing any desired finger to make a correct movement or series of movements, the typist has turned the full power of his attention and interest upon those untrained fingers. He has experienced how it feels to handle each finger correctly and can more easily and efficiently train them to associate certain movements with certain desired characters or spaces.

But he cannot be expected to learn all these new associations at once; and, if not all, the question arises, "How many shall we teach at a time? and which ones?" Lest some reader may think he can learn all at once, let us remind you that this was the first and most common method used in the early days of typing instruction. It failed completely, because it overlooked the importance of *drilling upon one thing at a time with interest and attention*.

Some texts and teachers then hit upon the plan of "learning the keyboard," as they put it, one row at a time—usually the "home row" first. Disregarding the fact that the student does not need to "learn the keyboard," and that the expert does not "know the keyboard" in the sense that the words imply and teachers have so long taught, let us ask ourselves whether it is better to try to associate one

sponse operation for *each* of the 85 major individual typing movements, he should recognize the importance of working on these six drill steps.

Introducing the j- and f-Movements

For reasons already given, we choose to commence the process of associating characters with movements by introducing *j* on the right hand and *f* on the left. Let us keep prominently before the student's mind the great single aim—*how to make skillful character- and space-making movements!*

Correct Energizing (DRILL 1)

He has already experienced (last issue) with each of his fingers and (probably also) with the spacing thumb the making of typing movements correct as to movement and effort. With ordinary motivation he is more likely to continue making these correct movements as he brings his digits more and more under control.

The next step is to learn correct typing position, including the home position on the keyboard, so that the process of associating definite individual typing movements with certain characters and the space may be developed steadily and surely.

Correct Position (DRILL 2)

Note carefully that "home position" is not a matter of keeping the fingers on certain keys. It concerns the maintenance of a uniform bodily position, rather fixed within somewhat narrow limits. It is consciously known to the typist only through the complex kinesthetic sensations which flow from holding his fingers, hands, wrists, forearms, upper arms, and trunk in this fixed position. Even the expert finds difficulty in assuming and maintaining correct "home position" on the guide keys if he is sitting too high or too low, too far to one side or the other, or with his trunk twisted considerably out of the accustomed alignment.

The first step in presenting the correct typing position is to demonstrate to the student that there is a real need for such a position. We shall pass over this without further discussion at this time, as it seems likely that many ways of presenting this idea to the student will occur to any typing teacher. This is the teaching step known as "preparation."

In putting over the concept of correct typing position to the student, the best method for the teacher to use is, again, *demonstration*—personally to sit at a machine and call attention to the details, taking care, however, not to harp too much on these details—they will be better learned gradually rather than at one

time. In reality, it will be found better to select some phase of correct position that is clearly vital—say, the placing of the proper fingers on each of the home keys—and have the students do that under the teacher's direction. The best teaching device will be the most efficient (the greatest time and labor saver); and the most efficient method is to let the students place their fingers on the home keys with the aid of their *eyes*—then to turn their attention to the development of the consciousness of the kinesthetic sensations by which subsequent control of home position must be established. We are learning not *where* to put the fingers—but *how* to place them.

(Now, teachers, please don't close your minds at this point because, perchance, we have battered hard at that door which so frequently is banged shut in our face—the notion that "We are teaching touch typewriting; and that means not looking at the keys." Not looking at the keys is the result of setting up (through learning) correct kinesthetic controls—it is effect, not cause! What educational authority ever sanctioned the substitution of a *notion* about traditional teaching devices for the more worthwhile objective of the thing-to-be-learned—in this case the kinesthetic control of correct typing position? Which is more holy—our pet teaching devices or the student's best welfare?)

How is the teacher to put across this idea of kinesthetic control? Merely by having the students manipulate their bodies as far as possible in this correct typing position so that they may become conscious of the sensations flowing therefrom.

One excellent way is to get the learners into correct position, accompanying instruction by the teacher's personal demonstration, of course, and then to tense and relax the arm and finger muscles, slowly at first, and more rapidly later; at the same time turning the students' attention to the *feelings* in these bodily units—"what it feels like." Besides this, the naturally curved fingers, resting on the home keys, can be curled down just a little more till they are tight, the forearms being pushed forward slightly, and then pulled back as the fingers are uncurled. This *fixes* the sensation of the feel of correct typing posture as far as fingers, hands, and forearms are concerned.

Let the students rest briefly and repeat this exercise. Repeat it often enough, gradually turning their attention to the feelings in upper arms and upper trunk muscles until you think they have gotten enough of an idea to enable them to *recall consciously* this correct position without looking at the machine.

Then, start the correct position drill precisely as above. Direct attention carefully to the feel up through fingers, hands, wrists,

arms, and trunk muscles. Be sure shoulders are not touching the backs of chairs. With the kinesthetic sensations and consciousness of them at their height, order:

"Eyes closed. Hands in laps," and, quickly, before the kinesthetic sensations fade:

"Position."

You are working from simple to complex. You are using the principle of early recall, and you are about to use the principle of frequent recall in order to fix this basic element in their learning.

After they assume position, have the students check its accuracy with their eyes. Repeat the entire process above a few times until everyone can assume correct position skillfully—which means, with speed, accuracy, and fluency! You are now ready for the first approach to associating certain letters with definite finger movements; but you must not think that you can abandon this correct position drill forever. You will be well advised to review it at least once again before the period is finished, and again each day for several days until they have formed the habit and can execute it skillfully upon the basis of pure kinesthetic recall.

Associating Letters with the Correct Letter-Making Movements (DRILL 3)

The next step is systematically to cover the items indicated in the table under Drill 3, in the a, b, c order shown. Let us attack the letter *j*, because the right hand is usually under better control than the left. Let the stimulus (Drill 3a) come from a large *j* printed by the teacher on the blackboard. This is done more as a means of controlling student attention than anything else. Get them to "think *j*" (Drill 3b). Link the stimulus *j* and letter visualization *j* very closely together *now*. They must keep the letter in mind in order to make the subsequent typing movement vivid and meaningful.

Identification of the proper *j* key (Drill 3c) is best made with the eye, if necessary, but most students will already be conscious of the position of this key through their practice in learning correct home position (Drill 2).

Do not emphasize this stage any more than is necessary to insure the success of the succeeding steps. You want this step to be inhibited—forgotten—eliminated from the final individual character-making movement.

It will be seen that in the technique planning stage Drill 3d and 3e present no difficulty whatever. We are dealing only with the index finger of the right hand at this point, and the student knows that the key is directly below the finger. The exact reach (Drill 3f) need not be dwelt upon, as that will be mastered through a process of natural adaptation if a

proper drill exercise is used in connection with Drill steps 3g and 3h (exact energizing and character production).

The best drill known to the writer is the "5- or 6-repeat drill" described in the last article (September, 1929, issue) and in the *Gregg Writer* for June, 1929, page 475. We shall not describe the technique of presenting it again here beyond the following:

Teacher and students say: (extremely
fast)
(repeating for each group). j 1 2 3 4 5 6 j

Students type: jjjjjjjj
(repeating for each group).

(Note—Spaces indicated in the first line of what the teacher and students say indicate slight pauses. Longer pauses should be observed between each repeated group—sufficiently long to insure complete relaxation and time for self-criticism and planning how to improve the next group. The final *j* in each group will represent the nearest to the ideal *j*-movement.)

The use of this approach appears to utilize all the laws of learning, to the end of assisting the learner to acquire correct experiences and consciousness of those experiences in the least possible time, with the least possible chance of making wrong responses and learning bad typing habits.

This device should be used throughout the Drills numbered 4, 5, and 6 in the table. Whereas, in Drill 3, each phase must be carefully thought through, in Drill 4 the teacher should guide the student gradually to combine the stimulus and letter visualization phases, linking them closely with that of key visualization. Pause long enough to make sure that the student is conscious of the finger he intends to use, of the direction it must take, and of the exact reach it must make. Then link the energizing and response (Drill 4d and 4e) closely together and direct learner-attention to the *feel* of the *j*-movement.

Establishing Closer Linkage—Shortcutting (DRILL 5)

When this is perfected so that the class drills together as a unit, enter into Drill 5, pausing in the dictation of the drill only between the pointing to and calling of the *j* (stimulus) and the execution process (response). Judge the progress of the class by the *snap* with which they execute the drill and by their *unison* (not rhythm).

Perfecting Simultaneous Stimulus-Response (DRILL 6)

Finally, by eliminating the preliminary calling of the *j*, and merely pointing to it while drawing it out, have the students connect stimulus and response directly, thus:

Teacher and students say: j - a - y j
(repeat for each group).
Students type: j j j j j j j j
(repeat for each group).

*Reviewing Correct Typing Position—
Introducing f, etc.*

We have now carried the students through the entire process to the skillful performance of the lowest level of typing skill as far as *j* is concerned. Our next letter will be *f*. This provides a rest for the right hand. It is desirable here to review the correct position drill already described. We cannot proceed to word practice yet, because we have learned but one character-making movement.

The steps in the mastery of *f* correspond exactly with those already described for *j*. By checking off each step in each drill the teacher may be sure of covering the ground

(To be continued next month)

systematically, and as the student learns one new movement after another he becomes increasingly intelligent in his method of attack because he is being taught *how to practice*, which, after all, should be the main aim in these early lessons.

It is suggested that this procedure be applied to the reaches made by the first fingers in the following order:

h and *g* (because they are so near at hand and on the home row)

u and *r* (because they are reached by a simple pointing process to which the first finger has been long accustomed; and because it is easy to build into this reaching-energizing movement the vital "return to the home key.")

y and *t* (for the same reasons described under *u* and *r*; and also because it enables us to begin immediately the writing of a number of frequent two- and three-letter combinations and short words, thus early introducing practice on the higher levels of skill, in harmony with the principles of learning discussed in previous articles.)



Tips to Typing Teachers

Two Practical Hints by Miss E. McNair, Middletown, Pennsylvania

DURING the War we all learned to save as much paper as possible, and that habit has stayed with me. When I visit a teacher of typewriting and notice the wastebasket I always feel as if I could judge her ability as a teacher by the contents of that basket—somewhat on the principle of knowing the quality of your neighbor's food and whether she is wasteful or not by the contents of her garbage can!

It happens that I have observed the teaching of typewriting in many schools throughout the United States. In every school I found the same practice with regard to waste paper. The pupils would take a fresh sheet of yellow paper; practise for a moment or more; make a mistake; tear out the paper, crumple it up and dash it into the wastebasket. Or worse, they would make it into a hard wad and cram it down into the drawer of the typewriter table! In many instances only a line or two is found on the paper thus thrown away.

My plea is that pupils be taught from the very first day of typewriting that every inch of the paper is to be used in practising. If typewriting is properly taught there need not be many mistakes, so that one sheet of paper can easily hold the practice work of four or five lessons.

My own pupils are taught to use every bit of the paper for practice purposes. They bring it up to the basket when they need more paper, catch my eye a moment with a gesture

toward the paper filled on both sides and let it drop into the basket. They do NOT crumple it up. They either fold it just once with a sharp, decided crease, to show that it is waste paper, or they leave it perfectly flat. (I usually purposely let a perfect paper drop into the wastebasket and then I ask whether anyone has seen it. Someone always suggests looking through the basket, and my relief is always great when the paper is found in good condition!)

These things sound so simple—and are so simple—that I cannot understand why the majority of teachers do not teach them. My conclusion is that commercial teachers have had very little practical office experience themselves and they do not realize the helpful hints that they might pass on to their students—to say nothing of a grateful school board when the paper bill is considered!

HOW many teachers of typewriting began to study it in high school? If a questionnaire were sent out to all the commercial teachers, I venture to say that seventy-five per cent of them never touched a typewriter until they had reached the voting age. They studied it with the view of teaching it clearly in mind and they did not particularly dislike the drudgery involved, as their aim was to learn the subject thoroughly.

But what about the young students of typewriting? They go through the drudgery

willingly enough, as they believe that it will lead to the hoped-for position. But these students would complete the work more rapidly and would become more interested in it if a simple device were used by the teacher to stimulate them to better work.

Do you remember when you were a beginner? How depressed you became when you worked for hours without producing one perfect copy! Do you remember—rather, will you ever forget—the never-ending series of exercises; the monotonous yellow paper—reams upon reams of it? Why not cheer up our pupils a bit by letting them use paper of various colors? Let them use the regulation yellow paper for the first section, but tell them that when they have finished the first section they may use pink paper for the second section. You will find that the first pupil

who completes the first section and walks away from your desk with his bright pink paper conspicuously carried will do more to stimulate your pupils than your most encouraging words.

When the second section is completed and the third section is begun on light green paper, the proud student will be the envy of all!

When the announcement is made to the class that, upon the completion of a perfect copy at the *very first attempt*, the lucky typist is to be permitted to write his next assignment upon lavender paper, and that paper of said lavender is to be used only as a mark of especially good work, you will see tired spines straighten and their owners take a new lease upon life.

Try it!



Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

*Jessie L. Adams, Butte, Montana
 Mildred E. Alexander, Waterloo, Iowa
 *Lester M. Amalia, Toledo, Ohio
 G. Elmo Ashton, Detroit, Michigan
 Sarah Avery, Morris, Alabama
 Mrs. Mable G. Baer, Portland, Oregon
 *Lillian Barr, Clarinda, Iowa
 *Olga Bartholomew, Thor, Iowa
 Pauline Barrick, Ponca City, Oklahoma
 Pearl Baskett, Ponca City, Oklahoma
 *Iva B. Bell, Deer River, Minnesota
 Helen M. Berkwich, Milwaukee, Wisconsin
 *Madeline Bertoglio, Butte, Montana
 Rosemary M. Blevier, Green Bay, Wisconsin
 *Bernice H. Binkley, Drumheller, Alberta, Canada
 Edwin Ellsworth Bird, Cedar Falls, Iowa
 *Clarence C. Black, Easton, Pennsylvania
 Hilda Blombach, Keene, New Hampshire
 Blanche Marie Booker, Headrick, Oklahoma
 Eleanor T. Brandes, Springfield, Massachusetts
 Inez Brown, New Orleans, Louisiana
 *Edna Brinkman, Lawrence, Kansas
 Marguerite E. Brown, Raymond, New Hampshire
 Sylvia Handel Brown, Kansas City, Missouri
 John Keith Bunton, Cedar Falls, Iowa
 Florence V. Burgeson, Cedar Falls, Iowa
 *Marie Burns, Tiffin, Ohio
 Welnel Virginia Burns, Paris, Tennessee
 *Ada Calvert, Fort Smith, Arkansas
 Amy E. Cameron, Hillsboro, Texas
 *Mrs. Mary Chancellor, Mobile, Alabama
 Maybelle Childers, Ponca City, Oklahoma
 *Hazel Cling, Mediapolis, Iowa
 Mary Ethel Conn, Gurdon, Arkansas
 *Eva Cooper, New Orleans, Louisiana
 *Mrs. Hazel Crawford, Gary, Indiana
 Ora R. Crawford, Ponca City, Oklahoma
 Alma Lindquist Cronin, Naugatuck, Connecticut
 Mabel Curry, Nashville, Tennessee
 *Hilma Danaher, Jefferson, Iowa
 *Louise Darst, Dayton, Ohio
 Thelma Day, Ponca City, Oklahoma
 *Martha Dean, Sioux City, Iowa
 Mabel L. Dow, Ponca City, Oklahoma
 *Sarah Doxsee, Massillon, Ohio
 *Iva L. Duden, Clio, Iowa
 *Edna Easley, Lakeside, Ohio
 Lahoma Dorothy Easley, Ponca City, Oklahoma
 *Sister M. Henriella Emde, Manitowoc, Wisconsin
 *Marguerite Emmerling, Buffalo, New York

Illie Elizabeth Evans, Fort Worth, Texas
 Clarke L. Ewing, Dayton, Ohio
 Alexandrina Fernandes, Bristol, Rhode Island
 Cordelia A. Floyd, Nashville, Tennessee
 Elsie L. Forbis, Ponca City, Oklahoma
 Mabel Ferne Froemming, Cedar Falls, Iowa
 *Esther Gaardsmoen, Northfield, Minnesota
 *Mary Kate Gafford, Mexia, Texas
 *Phillip Gamache, De Pere, Wisconsin
 *Rhona M. Gayleard, Baltimore, Maryland
 Sister Geraldine, Davenport, Iowa
 Margaret C. Glancy, Valley Falls, Rhode Island
 Dorothy Gledhill, Springfield, Massachusetts
 Birdie A. Glenn, Okmulgee, Oklahoma
 Adeline Golterman, Cedar Falls, Iowa
 *Fannie Gordon, Roswell, New Mexico
 *Carolyn Green, Ann Arbor, Michigan
 Lucina M. Guard, Springfield, Massachusetts
 Helen M. Gulsiki, North Attleboro, Massachusetts
 *Marie Gustafson, Cameron, Illinois
 *Mary Gwynn, Fort Collins, Colorado
 *Dorothy Haescher, Denver, Colorado
 Sister Mary Palma Hafner, Minster, Ohio
 Naomi Hale, Abilene, Texas
 Lee B. Harney, Ponca City, Oklahoma
 Edna E. Harper, Kansas City, Missouri
 *Dorothy Haskins, Sioux City, Iowa
 *Ruth Harrower, Chicago, Illinois
 Ella Belle Henry, Nashville, Tennessee
 Willanella Hesson, Huntington, West Virginia
 Carolyn E. Hilliard, Providence, Rhode Island
 Helen Hink, Cedar Falls, Iowa
 Edna Hins, Cedar Falls, Iowa
 *Amy Holland, Mayville, North Dakota
 *Kathryn E. Hoffman, Seattle, Washington
 A. Evelyn Hoxie, Wakefield, Rhode Island
 *Louise Huber, Bismarck, North Dakota
 Miss Luz M. Irizarry, Mayaguez, Porto Rico
 Dorothy Mae Johnson, Cedar Falls, Iowa
 *Louisa P. Johnston, Kansas City, Missouri
 *Susie Willard Jurney, Starkville, Mississippi
 Paul Bond Keenan, Paris, Tennessee
 Mrs. David Keyes, Lisbon, North Dakota
 *Grace Kinzey, Pinckneyville, Illinois
 *Velda Koeber, Portland, Oregon
 Margaret I. Koll, Milwaukee, Wisconsin
 *Marguerite Kramps, Baxter, Iowa
 Lora Lee Lacy, Paris, Tennessee
 Beatrice E. Lague, New Bedford, Massachusetts
 Hazel Larson, Grand Forks, North Dakota
 Sylvia Carneiro Leao, Richmond, Virginia
 Dorothy Virginia Leavelle, Nashville, Tennessee
 Irene Mary LeBonte, Springfield, Massachusetts
 Lula L. LeFan, Greenville, Texas

*Certificates granted by Gregg School

(Continued on page 58)

Outline for Second-Year Shorthand

By Mrs. Beryl M. Huebner

Huntington Park, California, Union High School

Mrs. Huebner writes that she has used the following outline for three years and has found that it holds the interest and enthusiasm of her students throughout the entire course. She reports that her average students attain the 100-word speed without difficulty by the end of the course, and all the better students reach this speed much earlier.

Mrs. Huebner submits the outline as a suggestion only, and asks the readers of the American Shorthand Teacher to let her know what they think of it, and to give her suggestions for improving it.

—Editor

TEXTS USED

Gregg Manual.....John R. Gregg
Gregg Speed Studies.....John R. Gregg
Rational Dictation.....McNamara & Markett

Supplementary:

The Gregg Writer

Constructive Dictation.....Edward Hall Gardner
Vocabulary, Reading and Writing Tests.....Hoke
Intensive Exercises in Vocabulary Building.....Charles Lee Swem
Gregg Transcription Tests.....*The Gregg Writer*
Shorthand Dictation Exercises of current interest from newspapers and magazines

First Semester

DICTATION and Transcribing Practice, with review of shorthand theory.—Dictation speed starts at approximately 50 words a minute and changes abruptly at the beginning of each new quarter. The first quarter 60-word speed in taking notes begins as soon as the Manual review is completed. The second quarter begins the 80-word speed, the third quarter 90-word speed, and the fourth quarter 100-word speed.

First two to six weeks spent in intensive review of Shorthand Manual. The time spent will depend upon two things: first, the ability of the class; second, whether class is entering Stenography 12B after a summer vacation or going directly from Stenography 11A to 12B in the middle of the school year.

Assignments.—During the remainder of the first semester practice work should be assigned for the students as follows:

Two days each week practise from *Gregg Speed Studies*, first quarter, and *Rational Dictation* the second quarter.

Two days each week practise from the *Gregg Writer*.

One day each week practise theory work from material chosen at discretion of teacher to meet the needs of each individual class.

Reading Work Assignments and Dictation for Transcription:

Twice each week read from *Gregg Speed Studies*.
Twice each week read from the *Gregg Writer*.

Reading assignments are given for home study and then read in class.

Twice each week take new matter to transcribe on the machine. This work will begin after the intensive review of the Manual is completed.

Twice each month take five-minute dictation test to be transcribed under the supervision of the teacher. (This is done during Office Practice period, as all students who take Advanced Shorthand are required to take Office Practice.) Also, one of these bi-monthly tests is always the monthly Gregg Transcription Test.

SPEED REQUIREMENTS

60-word speed on five-minute dictation should be reached by end of first quarter.

80-word speed on five-minute dictation should be reached by end of second quarter. This is from the Gregg Transcription Tests and graded according to Test rules.

Second Semester

Dictation and Transcribing Practice continued.

Assignments:

Three days each week assign practice work from *Rational Dictation*.

Two days each week assign practice work from the *Gregg Writer*.

Discontinue reading assignments for home work and read entirely from new matter in class as outlined by teacher according to the needs of the class.

Dictation.—Dictate new matter for transcription twice each week and have the students correct these letters in class twice each week, discussing construction, punctuation, etc., in class the same as in the first semester work.

Twice each month take five-minute dictation test to be transcribed under supervision of teacher. (Gregg Transcription Tests, same as during first semester.)

SPEED REQUIREMENTS

90-word speed on five-minute dictation should be reached by end of third quarter.

100-word speed on five-minute dictation should be reached by end of fourth quarter.

READING REQUIREMENTS

Each student is given an individual oral reading test at the end of each quarter.

Budgets—Final Output

Weekly Budgets.—These are made up from the new matter dictated twice each week for transcription. For instance, letters dictated *Monday* are transcribed by students and brought to class for correction and discussion on *Wednesday*, when students change letters and check. Those dictated on *Wednesday* would be brought to class on *Friday*. (This method is used because this school does not provide a regular period in which dictation students can transcribe letters.) Transcription is to be first reading from notes and students are not to erase or strike over.

Method of checking.—Gross errors, marked with circle, are words omitted, wrong words inserted, misspelled words, grammatical errors of any kind, such as wrong division of sentences, faulty sentence structure, and any incorrect reading of notes, also failure to follow instructions given when letters are dictated.

Erasures and strike-overs are underscored.

Minor errors, marked with a check mark, are typographical errors; faulty placement of minor punctuation, such as the comma; faulty paragraphing, faulty spacing, faulty indentation, etc.

Each gross error counts 1 point.

Each minor error counts $\frac{1}{4}$ of a point.

Each erasure or strike-over on transcript counts 4 points (penalty is 2 of these points).

These errors are evaluated and the percentage deducted for points depends upon the number of words in the letter. All okeh transcripts are kept. Each letter reaching 90 per cent accuracy or better is kept to be corrected and recopied for final output budget, but the recopy work is not done until entire week's work has been handed to teacher each Friday for weekly budget grade.

Just one sheet of paper is allowed for each transcription and student should read notes and bring to class for correction the *original* transcript. This transcription work has to be done as part of the home work, which usually means the letters are transcribed after school. There is no way absolutely to prevent cheating in this work. The teacher can, however, do her best to hold up to the class a high standard of honor and try to make the students realize the value to them of depending entirely upon their own strength.

This transcription work is handed to the teacher once a week and graded by her, which constitutes the weekly grade on transcription. These grades are posted each week so that students can watch the median grade rise during each quarter, and also watch their own grades in relation to the median.

All notes for weekly transcription are kept in a notebook by themselves, each letter is numbered, and these books are handed in at the end of each quarter and graded. These notes must correspond with finished letters in mailable budget also, which is an added check on individual work. Each letter always retains the original number and the original date of taking the notes, regardless of the day it is typed.

Mailable Budgets.—These are handed in each quarter and contain the following:

Okeh Transcripts from weekly budgets.

Okeh First Copy work. These are letters that have earned 90 per cent accuracy or better, have been corrected and recopied.

Okeh Second Copy work. These are letters on which any errors in typing have been found in the first copy.

Erasing is allowed on recopy work just as in transcription tests, but erasures that are visible are not mailable and the letter must be recopied the second time. Therefore, original transcripts that require only the insertion of commas, or which contain minor typographical errors that can be erased (providing there are not too many of them), can be corrected and included in the mailable budget as Okeh transcripts.

GRADING SCHEDULE FOR RECOMMENDATION TO POSITION AT END OF YEAR

Passing Five-Minute Dictation, 90 words a minute
95 per cent or up equals a 2

Passing Five-Minute Dictation, 100 words a minute
90 per cent to 95 per cent equals a 2

Passing Five-Minute Dictation, 100 words a minute
95 per cent or up equals a 1

Providing

All assignment work has been kept up or made up.

All budget work has been kept up or made up.

Reading Test on New Material is passed with grades corresponding to above schedule.

We hope to raise this standard materially after we have worked one year with the Anniversary Edition of the Gregg Manual.

Typical Program by Days of the Week

Monday.—Dictate practised matter. Dictate new matter for transcription. Read reading matter, either from assignment or from new material, depending upon whether it is first-semester or second-semester work. Remainder of period spent in dictating new matter to read back in class, then re-dictating for speed practice.

Tuesday.—Dictation of practised matter. Reading matter from the *Gregg Writer*. Dictation of solid matter, articles selected by teacher, to read back in class. All difficult outlines analyzed. Errors analyzed.

Wednesday.—Check letters transcribed from Monday's dictation. Dictate practised matter. Dictate new matter, as on Monday, for transcription. Read reading assignment. Re-

mainder of period spent in dictating new matter to read back in class, then re-dictating for speed practice.

Thursday.—Repeat Tuesday's program.

Friday.—Check letters transcribed from Wednesday's dictation. Dictate practised matter. Discuss any theory questions that have been brought up during the week. Every other Friday the five-minute transcription test is dictated. On the alternate Friday five-minute dictation is given to read back in class.

Speed in dictating practised material should always exceed speed in dictating new matter at least 15 words a minute and from that to 20 words a minute, depending upon the difficulty of the context.



Some Gauges for the Transcription Program

By Lillian Burns

Instructor in Stenography, Oregon State College, Corvallis

WE have followed with much interest past discussions in the *American Shorthand Teacher* on methods of teaching transcription, and the many problems involved.

I would say that the reason we, of the commercial teaching corps, have been so long in waking up to the importance of good transcription teaching, is that we have put so light a value on it ourselves. A good many people are seemingly of the opinion that while we must develop good teachers to present shorthand theory, *anybody* can teach a transcription course. All that seems necessary to the uninitiated is a strong pair of lungs and a watch with a second hand! And I have occasionally seen teachers of dictation without even these prerequisites!

Most state requirements for a teaching certificate in commercial subjects include the completion of a year of shorthand theory on the part of the applicant. How can a teacher with this meager equipment successfully prepare a stenographer to enter the business office and give value received for a living wage?

A teacher of transcription should have been through the mill of working up her speed to at least that required to hold a stenographic position *somewhat above the average*, and, what is more, she should have successfully

held such a position herself. The more varied the kinds of office positions she has held, the better.

Then, too, as Mr. Swem so aptly says in the April, 1928, *American Shorthand Teacher*, in his article on "Scientific Dictation," teachers have thought if they gave enough quantity dictation the student would sooner or later absorb enough from the process to hold some kind of stenographic job.

Plan for Building Up Speed

The plan we use here in our dictation courses is worked out both as to quality and quantity on the following basis. We consider that there will be a difference of about twenty words the minute in the student's writing ability between new matter and practised matter. If the rate at which it seems best to start the new dictation seems to be sixty words for one minute, then we say practised matter can be worked up to eighty for one minute. When we increase the length of time for taking practised matter, a day or two thereafter, we increase the length of time on new matter. When the length of time has grown to four or five minutes at one speed, we introduce a slightly higher speed for a short time.

The plan is somewhat on this order:

TIME	PRACTISED MATERIAL RATE	NEW MATERIAL RATE	PRACTISED MATERIAL RATE	NEW MATERIAL RATE	PRACTISED MATERIAL RATE	NEW MATERIAL RATE	PRACTISED MATERIAL RATE	NEW MATERIAL RATE
1 min.	80	60						
2 min.	80	60						
3 min.	80	60						
4 min.	80	60						
1 min.			92	72				
2 min.			92	72				
3 min.			92	72				
4 min.			92	72				
1 min.					100	80		
2 min.					100	80		
3 min.					100	80		
4 min.					100	80		
5 min.					100	80		
1 min.							120	100
2 min.							120	100
3 min.							120	100
4 min.							120	100
5 min.							120	100

(Groups at highest and lowest rates are given parallel)

As the students grow confident at a certain rate of speed, we increase the quality of the vocabulary. For instance, while they are taking ordinary letter material at 80 for three minutes, they are also working on increasing their vocabulary at 72 for five minutes, or when they can take simple letters at 100 for three minutes they are also having straight matter at 80 and 92 for five or six minutes. For the average class a week's dictation on one or two minutes at a given speed is sufficient. But it is evident that as the rate of dictation is increased a longer time can profitably be spent on four- or five-minute articles with vocabularies of gradually increasing intensity.

Beginning Transcription

Our students have had "Graded Readings" (Hunter) and some of "Speed Studies" before entering the dictation courses, so their first transcription from their own notes is at sixty for one minute. This is straight material, which can be transcribed on the typewriter double space on a seventy-space line. Old type-

writing tests containing a large number of High Frequency words are very good material to use for this beginning transcription. While the dictation is given for a minute or two minutes at a time, several dictations for this length of time can be given before the students begin to transcribe, so that they will have enough material in their notebooks to furnish thirty minutes or more of transcription when they begin to type.

Sometimes it is a good plan during the first few lessons to have different students read back the dictation before the class begins to transcribe, but on the whole it seems best to make the students depend on their own notes from the first and then they won't take an unexpected tumble when the crutch of their neighbors' "reading back" is removed.

Practice on High Frequency Material

We find the use of such a book as Mr. Swem's "Intensive Exercises in Shorthand Vocabulary Building" to be very good for increasing accuracy and speed in transcribing from shorthand notes. The method we use is

to arrange the articles according to length and assign the same one for dictation every day for a week. The words and phrases are first given, and then the article at a rate of speed which will permit of accurate and well-written notes. From day to day the speed of dictating the article is gradually increased, and the notes are read back each time. The class is urged to practise transcribing from their notes on this article at any odd moments they may have.

On the fifth meeting of the class, at the transcription period, they write the article from their shorthand notes for ten minutes, correcting it on the same basis as a typing speed test, and a tabulation of their rates and errors is posted from week to week.

In this test *accuracy* of transcription is the only feature stressed. Papers transcribed from shorthand notes with no errors or not more than two are an achievement to be proud of, but who wants a stenographer who would have to erase five times in ten minutes to say nothing of ten or more times? Of course there is a nervous strain to ten minutes of timed writing, but the classroom is the place to gain control of things like "nerves."

Mailable Transcripts Required

Students are trained with the idea constantly before them that the letters of the best stenographer are scrutinized so carefully by her that all errors are found and corrected and that as the dictator comes to realize her proficiency in this regard he will depend on her for absolutely accurate letters to which he may affix his signature without reading the letter for possible errors.

With this in mind we have, once a week and sometimes oftener, what we term an "office transcription" day. On this day a number of letters are dictated as nearly as possible as they would be in an office. Surnames are spelled as they occur, but it is explained that this would probably not be done in the average office where letters being answered are turned over to the stenographer as the answer is dictated. The class is then given thirty or forty minutes to write these letters in mailable form. During this transcription period students may ask questions concerning a word or phrase if necessary, but, if their common sense should have enabled them to solve their own questions, this fact is pointed out to them and they are asked if they would bother their employer with such a question. Students indicate on each letter if no help was received. At the end of the timed period letters are turned in.

At the next meeting of the class these letters are returned to students and read back by the instructor. Minor changes, which do not affect the sense intended, are accepted. The

students ask questions about such points, and the judgment of the class is rendered on the point. If the instructor does not agree, she explains her viewpoint. The final decision as to whether the letter is mailable rests on whether the instructor would sign her name and mail out the letter as an example of her instruction. The standards of the instructor are therefore the highest standards a class will attain.

The Rate of Transcription

The number of words in each letter, including the address, are totaled up on the margin of the first letter transcribed and the students divide by the time they were permitted to transcribe (30-40 minutes) to get the net rate of transcription. If a rapid typist transcribed all the letters dictated before the allotted time was up, that student began over from his shorthand notes. These net rates are posted from week to week so that the student may see what gain is being made in this regard.

If letters from different lines of business are dictated each week, you will not find that the students make marked increases in transcription rates from week to week. This, of course, is due to the new vocabulary and phraseology encountered in the shorthand and also to spelling of new terms in transcription. But if the letters cover the vocabulary of a certain business which has been used during the previous week's dictation, the rate of transcription should increase somewhat from week to week.

Mailability the Standard

The important feature of this project is to have the letters meet the mailable standards of the instructor. In order to meet this requirement and get the special recognition that all the work was mailable, the students will verify many points they might otherwise be careless about. The number of times a student has *all mailable* work is recorded and enters into our judgment of his final grade for the term.

As stated before, being able to turn out a bunch of mailable letters and doing this consistently time after time is one of the principal things a good stenographer must be able to do. The letters must be mailable in *consecutive* order, otherwise the student would find no particular premium on having them all correct. They must contain no words which would change the meaning from the idea dictated and nothing that would have to be erased and corrected, or changed with a pen, after it was turned in by the student at the end of the original transcription period.

Needless to say, the arrangement of each letter on the page must be in the best form.

If you have never used this method, you will probably be surprised to find how few of your students can turn in absolutely mailable letters which require no correction of any kind.

Methods of Checking Work

I would like to say something in closing about methods of checking work. Some teachers feel that they cannot be bothered by anything so mechanical as reading papers, and let student checking be the criterion for their grading. We feel that records kept inaccurately are worse than no records at all, and students soon know such records for what they are worth and value them accordingly. Students must be trained while students to find their own errors if they are going to be a reliable check on their own mistakes when they enter an office. And of what value is a stenographer if she isn't an A-1 check on her own work? Therefore we believe in students checking their own mistakes in every

way possible. But for some people the ability to see and check all errors comes only through very rigorous training, while others fall into the habit of finding most of their mistakes very quickly. Because of this great discrepancy in the checking ability of individuals, we think that all papers which meet the accepted class standards and of which a permanent record is to be kept should be reread by the teacher. This assures a more careful reading, in the first place, on the part of the students, as they like to have their own checking approved, and to be known as capable of finding their own mistakes. The class also feels that their records are kept at their true value because of the care of the teacher in checking them and that because of his own careless checking no classmate has obtained more than he deserves.

The value of the higher class morale and of better trained stenographers seems well worth the teacher's time in obtaining accurate records. Better to have fewer records, if necessary, but know those you keep contain "no fudging" on the part of either student or teacher.



Teachers' Certificates

(Continued from page 52)

Frances Esther Lewis, Clarksville, Tennessee
Nannie Catherine Lewis, McKinney, Texas
Millie Liborius, Hayden, Arizona
Lena Linscott, Ponca City, Oklahoma
Mrs. Edith Locker-Leckey, Washington, D. C.
Gladys E. Lockwood, Cedar Falls, Iowa
Mrs. Catherine MacDonald, Chicago, Illinois
Frances MacDonald, Deckerville, Michigan
Elizabeth MacGregor, Duluth, Minnesota
Sister M. Marietta, Chicago, Illinois
Harriet Mathisen, Marinette, Wisconsin
Sister Mary Matilda, Fresno, California
Foy Torrell McAllister, Hurlington, Texas
Lucy T. McBeath, Prince Albert, Saskatchewan, Canada
Mrs. Anna Steely McConnell, Kingston, Pennsylvania
Alice McFarland, Mexico, Missouri
Mayetta B. McGarrity, Pawtucket, Rhode Island
Bessie Irene McGowan, Ponca City, Oklahoma
Evelyn M. Melvaine, Springfield, Massachusetts
Lily McManus, Knoxville, Tennessee
Mary E. Marshall, Westerly, Rhode Island
Dorothy May Mason, Springfield, Massachusetts
Vera McReynolds, Fairfield, Nebraska
Mary Carmo Mello, New Bedford, Massachusetts
*Blanche Merrill, Crookston, Minnesota
Hazel G. Middlehuser, Ponca City, Oklahoma
E. A. Milke, Detroit, Michigan
Bessie Miller, Ponca City, Oklahoma
Ruth I. Miller, Cedar Falls, Iowa
Ruth Pauline Miller, Cedar Falls, Iowa
Della E. Minnick, Ponca City, Oklahoma
Ruth Moore, River Forest, Illinois
Gladys Morgan, Marland, Oklahoma
Gennie Mae Morgan, Nashville, Tennessee
Bertina E. Morse, Auburn, Maine
Barbara Mossman, Cedar Falls, Iowa
Ruth M. Nash, Ponca City, Oklahoma
Gertrude H. Nave, Kingsport, Tennessee
Lucile Theard Neyrey, New Orleans, Louisiana
Mrs. Kathryn Nichols, Knoxville, Tennessee
Irma A. Nixon, Montalba, Texas
Mary Rose Noonan, Springfield, Massachusetts
Josephine M. Nussenfeld, Bristol, Rhode Island
Bernice Olson, Two Harbors, Minnesota
Peter Olthoff, Cedar Falls, Iowa

Mary E. O'Neill, Pawtucket, Rhode Island
Myrtle M. Orchard, Houlton, Maine
Margaret M. O'Toole, Springfield, Massachusetts
Vernice Pemberton, Kaw City, Oklahoma
Mae Perrine, Herrin, Illinois
Edith Peterson, Braidwood, Illinois
Bertha Pfeiffer, Terre Haute, Indiana
Ada R. Phillips, Indianapolis, Iowa
Ruth Knowlton Pickard, Bangor, Maine
James Fraser Pirie, Prince Albert, Saskatchewan, Canada
*Mrs. Jeanette Poffenbarger, Rock Island, Illinois
Philip LeRoy Polk, Princeton, Maine
*Jean Purcell, Chicago, Illinois
*E. Marie Putz, Edgewood, Iowa
*Williamena Ribbink, Grand Haven, Michigan
*Doris Rice, Berkeley, California
Annita Risko, Nursery, Texas
Mrs. Margaret Roberts, McGehee, Arkansas
*Sister M. Roberta, Chicago, Illinois
*Pearl S. Rollins, Washington, D. C.
Florence L. Rosenberg, Cedar Falls, Iowa
*Sister Mary St. Ethel, Chicago, Illinois
Rev. Sister M. St. Lucy, Troy, New York
Helen Bentley Saunders, Tulsa, Oklahoma
*Henrietta Schnee, Monroeville, Ohio
Mary Helen Schrody, Cedar Falls, Iowa
Eleanor Scott, Ponca City, Oklahoma
*Arlene Scotton, Wellsville, Ohio
*Stella Shaw, Frankfort, Kentucky
Jane Sherrard, New Orleans, Louisiana
Luree Skeels, Boulder, Colorado
L. Doris Smith, Springfield, Massachusetts
*Marjorie E. Smith, Connorsville, Indiana
Mrs. Mildred A. Smith, Lemon Grove, California
Thora V. Soles, Cedar Falls, Iowa
Helen Spore, Kildare, Oklahoma
*Henrietta Squaires, Rockwell City, Iowa
*Annabel Steele, Iola, Kansas
Helen Stein, Chicago, Illinois
Gertrude M. Steiner, Cedar Falls, Iowa
Myrtle Lucile Stewart, Des Moines, Iowa
Sister Mary Sylvia, Fresno, California
Cynthia Marie Tate, Ponca City, Oklahoma
Violetta W. Terrill, Providence, Rhode Island
Mary Alice Thomasson, Arkadelphia, Arkansas
*Katherine Thompson, Toledo, Iowa
*R. M. Turner, Toronto, Ontario, Canada

* Certificates granted by Gregg School

Samuella Viola Totty, Nashville, Tennessee
 Regina M. Tully, New York City
 *Minna Voelker, Winona, Minnesota
 Gussie Walker, Routon, Tennessee
 *Bernice Watkins, Emerson, Nebraska
 *Harriet Webster, Tucson, Arizona
 Helen Gardener Welser, Milwaukee, Wisconsin
 Francis Welcome, Springfield, Massachusetts
 Edna Mae Westfall, Clarksburg, West Virginia
 Mrs. Elizabeth Whitaker, Dallas, Texas

* Certificates granted by Gregg School

Mrs. Alice Whittier, Prince Albert, Saskatchewan, Canada
 *Lurline Wightman, Columbia, Missouri
 Mary Elizabeth Wilkens, Springfield, Ohio
 *Agnes Hill Wilson, Minneapolis, Minnesota
 *Helen Winn, Fairfield, Iowa
 *Louise Winter, Villisca, Iowa
 Willard A. Wollenhaupt, Cedar Falls, Iowa
 Donata H. Wolski, Sterling, Connecticut
 J. Milton M. Young, Nashville, Tennessee
 Marie Zimmerman, Detroit, Michigan
 Helen Cole Wipf, Philadelphia, Pennsylvania



A Study Plan for Theory Shorthand

By F. N. Haroun

High School of Commerce, Portland, Oregon

A FEW years ago, a student in one of my classes brought a laugh from the other members by asking, "Well, how do you study shorthand, anyway?" Yet every other student could well have been asking the same question, for I am sure that if young people beginning the study of shorthand were given a carefully thought out plan of study, better progress would be made.

A few months ago, for my own satisfaction, I took up the study of another system of shorthand; and in this study, I did some experimenting in method, based on my teaching experience, and on the reading I had done in the *American Shorthand Teacher* and elsewhere. Out of this experimenting came the study method I am here presenting, which use in my own classes has proved to be really efficient.

In this study outline, no provision is made for penmanship practice, as this can best be assigned according to the needs of the class and the wishes of the individual teacher.

Writing outlines in the air while studying word lists, or reading shorthand plates, or merely reading through printed matter, is a very worthwhile practice, and helps the student get the "feel" of the motion required for the writing without taking his eyes off the plate shorthand.

Almost any student of normal intelligence can, I believe, master a lesson by this plan. For those few who have unusual difficulty with such a skill subject, following the plan through a second time should accomplish the desired result. However, it is strictly up to the student to concentrate on his work, for no plan could be devised, I fear, that would guarantee no mind-wandering.

Parenthetically, let me say that I have had considerable fun with some of my students about the "Second Mile" practice, as they do not catch the significance of "second mile." I have referred them to the Scriptures, in

which we are admonished, if a man compel us to go with him one mile, "go with him twain."

Following is the plan, which I hope will be helpful to other students, as it has been to mine:

An Efficient Method of Studying Shorthand Theory

1. Get a general idea of the entire lesson in hand, either from the teacher's explanation or from reading the text. In reading over a lesson, write in the air every word given as illustration.
 2. Go through the portion assigned for the day's study carefully and thoughtfully, writing all words given as illustrations, three or four times. Any troublesome outline should be written until it can be made quickly and accurately.
 3. Study carefully the word lists, with both long-hand and shorthand before you, again writing the forms in the air.
 4. Cover the longhand and read the shorthand three or four times.
 5. Cover the shorthand and write the words in shorthand down the left edge of the page of your notebook. (Teacher may wish to have these on every other line, to give additional practice.)
 6. Close your text and transcribe the words. (Write small, so as to take as little space as possible.) Then write the words once in shorthand.
 7. Check both transcript and outlines with text. Corrections should be immediately practised 10 to 20 times.
 8. Fill up the lines with the correct outlines for the words.
 9. *Reading Exercise:* Read three or four times, or until you can really read it. Then transcribe it, and from the transcript write it back into shorthand several times, each time making sure that there are no errors.
 10. *Writing Exercise:* Read the exercise through, writing it in the air, practising hard outlines on paper many times. Then write it into shorthand, study your notes carefully, and make corrections where necessary. If possible, have notes checked; if not, immediately write the exercise several times in shorthand.
 11. *"Second Mile" Practice:* Put all the words in the lesson into one paragraph, and read it several times.
- Have entire lesson dictated to you three or four times, or more, each time checking your work with the text, practising corrections of all errors, and reviewing theory involved.

Government Publications of Interest in the Secondary Schools

Compiled by O. J. ...

University of Illinois

HAVING been a teacher of commercial subjects I know the value of supplementary material to find the extra material that would enliven my classes, and I have purchased many books which the government would have been. I had often gone to the public library for material, not knowing I was greatly surprised to learn of the commercial publications.

These bulletins are very inexpensive, and new ones are continually forthcoming—all as valuable as professional commercial magazines which commercial teachers, of course, all read, but they are all

All of those listed here may be obtained from the Superintendent of Documents, Government Printing Office, published by the Bureau of Education. They are all written by commercial specialists and are of

I have arranged the list according to the subjects with which they may prove most useful. The following:

U. S. Education, Bureau of—STATISTICS OF PRIVATE, COMMERCIAL, AND BUSINESS SCHOOLS, 1919-1920. 1922. (*Bulletin No. 4*) 5c.

Increase in number of students enrolled, divided by day schools and night schools. Shows in what specific subjects the gain has come and in what subjects there is a decrease. Enrollment by courses is shown for 1900, 1905, 1910, 1915, 1920. Tables show average number of months required for graduation in the different courses.

U. S. Education, Bureau of—STATISTICS OF PRIVATE, COMMERCIAL, AND BUSINESS SCHOOLS, 1924-1925. 1926. (*Bulletin No. 14*) 5c.

Very similar to the above. Statistics of 739 private, commercial, and business schools, and 20 public commercial high schools. Number of women instructors and number of men. Brings statistics more nearly up to date.

U. S. Education, Bureau of—BUSINESS TRAINING AND COMMERCIAL EDUCATION, by Glen Levin Swiggett (specialist in commercial education). 1921. (*Bulletin No. 43*) 5c.

Emphasizes need of trained labor; business training must give competence in social relationships as well as technical competence. Proposed course of study for junior high school (all students in the 7th and 8th grades), 9th grade, 10th, 11th, and 12th. Refers to departments, offices, and divisions of the government that carried on investigations and published bulletins helpful in suggesting ways and means for securing better methods in production and distribution.

U. S. Education, Bureau of—BUSINESS EDUCATION IN SECONDARY SCHOOLS. 1919. (*Bulletin No. 55*)

A study of the secondary commercial curriculum in its relation to the other fields of secondary education. Gives a new view of commercial training; the purposes of commercial education are well outlined. A valuable outline of each course is given—new ideas of qualities to be developed and work done.

U. S. Education, Bureau of—COLLEGE ENTRANCE CREDITS IN COMMERCIAL SUBJECTS. 1923 (*Commercial Education Leaflet No. 4*) 5c.

Statistics from 480 colleges and universities are included. Detailed list of tables giving leading institutions in each state and telling how many credits they will accept in each commercial subject.

General

Interest to the Commercial Teacher in the Elementary School

Opal Stone

Library School

material to teachers of these subjects. Many a time I have searched through catalog after catalog which were far more expensive and less useful to me than some of the bulletins issued by the growing of this government service, and when I began my study of government publications I

available to the teacher for a very few dollars. I do not say that they will take the place of the will supplement them.

Government Printing Office, Washington, D. C. I especially recommend the commercial leaflets of exceedingly great value.

1. For the department in general—for a teacher of any commercial subject—I suggest the

General

U. S. Education, Bureau of—ORGANIZATION AND CONDUCT OF BUSINESS; REPORT OF CONFERENCE held at Chicago, December 26, 1922. 1923. (*Commercial Education Leaflet No. 5*) 5c.

Program is given in full; address of each speaker. Outstanding points are the qualities that the commercial teacher must develop in the pupil. Different methods of teaching commercial work are mentioned, and then explained.

U. S. Education, Bureau of—COMMERCIAL EDUCATION, SCHOOL OPPORTUNITIES AND BUSINESS NEEDS. 1923. (*Commercial Education Leaflet No. 7*) 5c.

A summarized report of a conference held under the joint auspices of the U. S. Bureau of Education and the State Teachers' Association of South Carolina, Columbia, April 12, 1923. Prepared by Glen Levin Swiggert, specialist in commercial education.

Need and value of establishing business courses along modern lines is shown. Emphasizes need of commercially trained students in South Carolina, due to her rapid industrial growth. Plan of commercial education in high schools in New Jersey—explains what is especially emphasized each year. Gives rate of speed in typing and transcribing required for graduation from certain high schools and the type of positions high school commercial graduates may hope to fill.

U. S. Education, Bureau of—CO-ORDINATION OF BUSINESS PREPARATION AND PLACEMENT. (*Commercial Education Leaflet No. 10*)

Report of the third commercial education conference held under the auspices of the U. S. Bureau of Education and the Eastern Commercial Teachers' Association, New York, April 18, 1924.

Percentage of number of students of the nation studying commerce is given; also the per cent studying each subject in the commercial field. A discussion is given of the advancement of commercial training in the high schools within the last few years. The objectives of schools, the qualifications of a commercial teacher are discussed.

U. S. Education, Bureau of—COMMERCIAL OCCUPATIONS—PREPARATION AND PLACEMENT. (*Commercial Education Leaflet No. 9*)

Report of the fourth commercial conference held under the joint auspices of the U. S. Bureau of Education and the Vocational Education Association of the Middle West, St. Louis, January 16, 1924.

(Continued on page 62)

A study is made of why some high school workers fail, and the cure. A history of the early methods of organizing commercial departments is given. Particular emphasis is placed upon types of business schools; each type doing only its particular part.

U. S. Education, Bureau of—BERKELEY CONFERENCE RECOMMENDATIONS FOR MINIMUM REQUIREMENTS FOR GRADUATES FROM COMMERCIAL DEPARTMENTS IN HIGH SCHOOLS. (*Commercial Education Leaflet No. 2*)

Held under the joint auspices of the U. S. Bureau of Education and the Vocational Education Association of the Middle West, Milwaukee, January 11, 1922.

Requirements for commercial teachers are given. Remedies suggested for the problem of all colleges not accepting all high school commercial credits for college entrance requirements. Resolution adopted to include certain subjects only in high school commercial curriculum and to encourage pupils to continue their commercial training in higher institutions.

U. S. Education, Bureau of—CONFERENCE HELD UNDER THE AUSPICES OF THE U. S. BUREAU OF EDUCATION AND THE EASTERN COMMERCIAL TEACHERS' ASSOCIATION OF TRENTON, NEW JERSEY, APRIL 13, 1922. (*Commercial Education Leaflet No. 3*)

Value of commercial education very well stated by Glen Levin Swiggett, specialist in commercial education of U. S. Bureau of Education. Values of commercial geography, economics, and business law are exceptionally well brought out. The place of English studies in commercial education is discussed by Dr. Spaeth of Princeton University.

U. S. CENSUS BUREAU—SURVEY OF CURRENT BUSINESS.

A monthly magazine which gives a picture of business conditions in the various lines of trade and industry. Comparison can be made between periods very easily, due to its arrangement.

Bookkeeping

War Department, BILLS OF LADING. (*Army regulations*) 5c.

Explains fully the terms *consignor* and *consignee*. Explains also process of the forms through delivery. Valuable in office training courses as well as bookkeeping.

U. S. Standards Bureau—COMMERCIAL FORMS. (*Invoice, inquiry, and purchase*) 2d ed. (*Simplified Practice Recommendation No. 37*) 5c.

Aims to prevent waste by standardization. Tells why a simplified invoice form should be adopted. Begins by saying that this invoice will save \$15,000,000 yearly. Tabulates advantages to vendor and customer and shows the form. A history of commercial forms simplification is given.

Typewriting

Every commercial teacher knows what a difficult problem it is to secure supplementary material on typewriting. She also knows with what eager enthusiasm her pupils begin typewriting and how hard it is to retain this interest through two years with so little variety in the work; hence anything (almost) will be welcomed. I have, therefore, included some material which is more interesting than valuable for this course, because it will serve to relieve monotony. I refer to the two pamphlets following:

U. S. Census Bureau—TYPEWRITERS AND SUPPLIES. 1921. (*Census of Manufactures*) 5c.

Number of establishments classified in this industry. Contrasts 1914, 1919, 1921, 1923, 1925 in number of establishments, wage earners (average number), wages paid for contract work, cost of materials, value of products, value added by manufacturing and horse power. Gives per cent of increase or decrease for the above. Number of typewriters built and other products as carbon paper, typewriter ribbons, etc., for 1921, 1923, 1925.

U. S. Census Bureau—TYPEWRITERS AND SUPPLIES. 1921? (*Census of Manufactures*). 5c.

Interesting to know the total number of typewriters produced for the U. S. in 1921 and their value, the value of the typewriter parts, carbon paper, typewriter ribbons, etc. (Same kind of information as above.)

U. S. Federal Board for Vocational Education—SIGHT TYPEWRITING. Issued by the Federal Board for Vocational Education in Coöperation with the Surgeon General's Office and the War-Risk Insurance Bureau. 1919. (*Bulletin No. 11*)

Standards for measuring and recording students' work. A manual for teaching typewriting—10 lessons.

U. S. Federal Board for Vocational Education—TYPEWRITING I, II, III, IV, V FOR PROFESSIONALS AND AMATEURS. Issued by the Federal Board for Vocational Education in Coöperation with the Surgeon General's Office and the War-Risk Insurance Bureau. 1919. (*Bulletin No. 10*)

Outline courses prepared by Mr. SoRelle, Mr. Smith, and Dr. Eldridge. General suggestions for making the teaching of typewriting interesting and effective; history of typewriter; the machine as a factor of interest; gymnastics; music and rhythm; mechanics of the machine; typewriting awards; exhibits of experts' work, etc.

Outline for teaching Smith's, *A Practical Course in Touch Typewriting*; one for Eldridge's *Essentials of Expert Typewriting* and one for SoRelle's *Rational Typewriting*.

U. S. Adjutant General's Department—TYPEWRITING INSTRUCTOR'S GUIDE. 1923. (*Army training manuals*)

Objectives of training, minimum specifications of a typist, question method of teaching, advance planning. Helps in manifolding, cleaning the typewriter, training the fingers, wrists, etc. Helpful on information topics, as: mechanism of the typewriter, ribbons, typewriting speed, punctuation, etc.

U. S. Adjutant General's Department—TYPEWRITING FOR MILITARY SPECIALISTS. 1922. (*Army Training Manual No. 71*) 30c.

This manual is for the student. Manifolding, correcting errors, using tabular keys, cleaning, oiling, cutting stencils, mechanism of the typewriter, ribbons, etc., are explained, and a problem given for each. Instruction problems, with directions, are in the back.

Office Training*

U. S. Standards, Bureau of—STUDY OF WINDOWS OF WINDOW ENVELOPES FOR PURPOSE OF DEVELOPING STANDARD SPECIFICATIONS, by R. E. Lofton. 1927. (*Technologic Paper No. 343*) 5c.

Part VI is valuable for postal regulations relating to window envelopes in which the Third Assistant Postmaster General explains the advantage derived from them by mailers over other envelopes. The laws governing their use are listed in outline form. Registration of letters contained in window envelopes, international and domestic, is discussed.

The larger number of our commercial students are girls, and I think that they should know that there is a Women's Bureau existing under the Department of Labor whose duty it is to "formulate standards and policies which shall promote the welfare of wage-earning women, improve their working conditions, increase their efficiency, and advance their opportunities for profitable employment." Therefore, I include this pamphlet:

U. S. Labor Statistics Bureau—SHORT TALKS ABOUT WORKING WOMEN. 1927. (*Bulletin of the Women's Bureau, No. 59*) 10c.

The standards for the employment of women are given—hours of labor, wages, working conditions, and safety.

U. S. Civil Service Commission—ANNUAL REPORT. 1927. 15c.

Students are usually eager to hear about this commission. This report gives interesting facts, as number of persons employed in each branch of the Federal Executive Civil Service on June 30, 1927—number of men and number of women. There is a special article on "Women in the Service." A table shows the number of persons examined and the number passing; especially interesting for typewriting, bookkeeping, etc.

A sample list of examination questions may be secured by writing the Commission.

U. S. Education, Bureau of—SECRETARIAL TRAINING. Report of the national conference held at College of Secretarial Science of Boston University. October 27, 1923. (*Bulletin No. 12, 1924*) 5c.

Report of addresses at these conventions. Objectives of commercial training are given. Emphasizes need of stenographers in specific lines of business. Contrasts "secretary" and "stenographer"; subjects she should study. Qualities of a secretary as discussed by ex-President Wilson's secretary are given. Requirements for entrance to different schools are discussed by such people as Ann Brewington, of Chicago University, and C. M. Thompson, of the University of Illinois.

U. S. Post Office Department—UNITED STATES OFFICIAL POSTAL GUIDE. 1928. \$1.00

An annual publication. Rules and information on postal subjects; what first-class matter is; limit of weight; cost of air mail; envelopes designed for air mail. Any student of office training should know what information the book contains and how to use it.

Commercial Geography

It will be impossible in this limited paper more than to touch upon some of the more useful publications for this subject. The field is so varied that almost any one publication mentioned may be taken as an example of many more on similar subjects. I know of no subject on which a richer collection could be built from government publications than this.

U. S. Geological Survey—ILLINOIS, GALESBURG QUADRANGLE, latitude 40° 45' 41"; longitude 90° 15' 90° 30'. Scale 1:62,500, contour interval 20 ft. 17.5 x 13.3 in. (*Topographic maps*) 10c.

Water features are in blue, contours showing elevation in brown, name symbols and works of man as boundaries, roads, railroads, towns and cities in black. There are maps now for about 2/5 the area of the U. S.

U. S. Commerce, Department of—CHINA; A COMMERCIAL AND INDUSTRIAL HANDBOOK. (*Trade Promotion Series No. 38*)

Valuable for comprehensive and recent information about China, including a geographic description. China's market development is discussed—imports and exports; railways and trade organizations.

There are pamphlets on other countries as Uruguay and Paraguay.

* See also titles listed under "Bookkeeping"

U. S. Geological Survey—MINERAL RESOURCES OF ALASKA. (*Bulletin No. 783*)

Summary of mineral surveys in Alaska; progress of mining. Various minerals are discussed as coal produced and consumed. Geology and oil development in different sections is pointed out.

U. S. Geological Survey—ZINC AND LEAD DEPOSITS OF NORTHWESTERN ILLINOIS, by H. Foster Bain. 1905. (*Bulletin No. 246*) 15c.

Historical description of zinc and lead districts of northern Illinois; uses of zinc; production. Geologic structure of Illinois given in detail. Form of the ore bodies, origin of the deposits and future developments are discussed.

U. S. Geological Survey—GEOLOGY AND MINERAL RESOURCES OF THE PEORIA QUADRANGLE, ILLINOIS, by J. A. Udden. 1912. (*Bulletin No. 506*)

Topography, stratigraphy, structure, economic geology are all discussed. Contains maps and many illustrations.

U. S. Geological Survey—OUR MINERAL SUPPLIES. 1919. (*Bulletin No. 666*)

Tells of past supply of minerals, where future supply must come from, description of it and of its uses. An extensive bibliography is in the back.

U. S. Geological Survey—THE COMMERCIAL GRANITES OF NEW ENGLAND, by T. Nelson Dale. 1923. (*Bulletin No. 738*)

Presents subjects in economic and general scientific aspects, and makes it intelligible to the general reader. Beautiful plates. Valuable in study of commercial granites.

U. S. Rivers and Harbors Board—PORTS OF SOUTHERN NEW ENGLAND. 1928. (*Port Series No. 18*) 85c.

This is but one example from a great many. In general, they contain a description of the ports, harbor conditions, regulations, situations, etc., existing conditions in trade, future possibilities. The volume of trade that passes through is given in detail and the trade for different years is compared.

U. S. Geological Survey—WORLD ATLAS OF COMMERCIAL GEOLOGY.

Part I, 1921, is on the Distribution of Mineral Production. Maps show production and consumption of different minerals in different countries. Part II, 1925, discusses Water Power of the World. The discussions about different rivers are valuable. Maps show water power of countries, states, etc.

U. S. Foreign and Domestic Commerce Bureau—COMMERCE YEARBOOK. (*Vol. 1—The United States*) \$1.00

This is a very comprehensive book relating to trade. It covers production, employment, wholesale and retail prices, foreign trade, agricultural products, fuel and power, the construction industry and materials, metals, machinery, rubber, textiles, leather, paper and printing, chemicals, transportation, and banking and finance.

U. S. Foreign and Domestic Commerce Bureau—COMMERCE YEARBOOK. (*Vol. 2—Foreign countries*) 1927. \$1.25

Latest facts and figures on the commerce and industry of 61 countries. Convenient source of information on current trends in international industry and trade for any one interested in world business.

U. S. Mines, Bureau of—PLATINUM AND ALLIED METALS IN 1927. 1928. (*Can also be secured in Mineral Resources 1927, Part 1.*)

Contains the mining products of crude platinum and allied metals in Alaska for 1927, and shows new platinum metals recovered by refiners in the U. S., 1918-1927. Also contains a brief description of platinum in the different producing countries of the world.

U. S. Foreign and Domestic Commerce Bureau—STATISTICAL ABSTRACT. 1928.

An annual volume of statistics containing tables collected by various government agencies on all forms of activity and progress in the U. S. with a few figures for foreign countries.

U. S. Census Bureau—ABSTRACT OF THE FOURTEENTH CENSUS.

Contains the principal census statistics for the U. S., each state as a whole and principal cities.

Southern Commercial Teachers' Association

Chattanooga, November 29-30, 1929

The Southern Commercial Teachers' Association will meet next month (November 29-30) at Chattanooga.

Owing to the fact that there was no meeting last year, the Secretary has been unable to make a complete revision of the mailing list, and asks that every school principal in the South, in both private and public schools, send in lists of his teachers and officers so that information regarding the coming convention may be mailed to all commercial teachers in the Southern States.

Address MARGARET B. MILLER, Secretary, Southern Commercial Teachers' Association, Wheeler Business College, Birmingham, Alabama.

EDITORIAL COMMENT

ON SUNDRY TOPICS

How to Study

PROBABLY every teacher at some time in his experience has been struck with the total lack of appreciation on the part of students of the most economical and effective methods of study. As a matter of fact, in most cases the "study" time of students is practically wasted. Unless students have been taught early in their school experience correct methods of organizing their study time, waste is inevitable.

The High School of Commerce of New York is making a concerted effort to teach pupils how to study. In order to make the preparation of assignments easier, the various departments of the school have prepared a set of concise instructions on how to study, from which we quote the following, which makes an interesting addition to the detailed Plan of Mr. Haroun's already given in this issue (see page 59).

General Suggestions

- "1. The understanding of the aim or purpose of the assignment.
- "2. Thinking—additional contributions, making outlines or organizing materials, considering the relative values of facts.
- "3. Memorizing—bring to class knowledge of principles, rules, and facts dealing with the lesson.
- "4. Application of knowledge—the writing of a composition, the rehearsing of a talk, the answering of assigned questions, the solution of assigned problems."

Supplementary Suggestions

- "1. If you don't understand the assignment when the teacher makes it, ask about it. Look up all words whose meaning you do not know.
- "2. When you sit down to prepare your work do so under the best conditions possible. Little things like a clear table, a soft light, and a quiet room have a great deal to do with successful preparations.
- "3. Have a definite time for study every day.

Habit will make it easier to study at this time than at any other time.

"4. Be interested. Think of what it means to you to win a diploma from a high school. As you master each lesson, you will find your interest increasing in the subject.

"5. Talk over the topics you are studying with your classmates and friends before and after the class discussion."

Home Study

As to "home study" for shorthand the following suggestions are made:

"Purposes of Assignments in Manual:

- "(a) To develop a thorough knowledge of the principles of the system and their intelligent and accurate application to the writing of words.
- "(b) To afford ample opportunity for practice to acquire facility in writing.

"Directions:

- "1. Read every rule carefully and see how it is applied in writing the illustrative words under it.
- "2. Make a mental picture of the entire shorthand form given under each rule.
- "3. Write the entire word with an easy, continuous movement and not with a jerky style, pronouncing the word each time.
- "4. Keep on writing the word until you acquire an easy formation of the character, observing *proportions* of characters.
- "5. Read everything you write, even the practice notes.
- "6. Cover the longhand and try to read each outline.
- "7. Analyze the word, recalling the principles involved in its writing.
- "8. Write each outline, following procedure as given above. 'Practice with attention.'
- "9. Remember that a real test of your having

carefully prepared your work, is your ability to read these outlines without any mental hesitancy.

"10. Number each line consecutively. This will help you in following the reading in the class the next day."

Brief Forms

In the Anniversary Edition of the Manual many Brief Forms are introduced before the principles under which they are written have been presented. Students should get a mental picture of the form and practise it until they

can write it fluently, rapidly, accurately. Remember that one must get the "feel" of the movement in writing the word. In practice, they should say or think the word as they write. Practice without close attention is valueless.

As soon as the first six chapters of the Manual are completed, use may be made of the charts on the inside front and following end leaf in rapid recognition drills. Read rapidly up and down the columns, across and back. Change the order of reading frequently so that each character will have to be read as one thing.



Obituary

Judson P. Wilson

IT is with profound regret that we learn of the death of Mr. Judson P. Wilson, the founder of Wilson's Modern Business College, Seattle. Mr. Wilson was one of the foremost pioneers of commercial education in the Northwest and always took great pride in the fact that he was the first school proprietor west of the Mississippi to introduce Gregg Shorthand, which was then struggling for a foothold. In a recent letter he gratefully acknowledged that the system had been the most important factor in the building up of his great institu-

tion. But we believe that the success of his institution was due, in a very large measure, to his personal ability and his untiring energy.

Many thousands of students and business men owe their successful start in life to Mr. Wilson, and his departure will be mourned wherever he was known. We extend our sincere sympathy to his widow, Mrs. Anna C. Wilson, and to his daughter, Ruth, and to his business associates, on whom now rests the responsibility for continuing the great work which Mr. Wilson founded.

George H. Longmire

THE Pacific Coast has lost another of its leading business college men—George H. Longmire, owner of Longmire's Business College in San Bernardino, California.

Mr. Longmire came to San Bernardino, California, in 1903, after two years as instructor in both mathematics and rhetoric at the Kansas Central Normal College at Great Bend, and for three years was manager of the San Bernardino Business College. In 1906, he accepted a position with the San Bernardino National Bank.

It was during the time that he was connected with the bank that Mrs. Longmire decided to establish a business college of her

own and in 1907 opened the Longmire Business College.

Four years after it had been established, the business college had gained prominence all over the San Bernardino valley, and Mr. Longmire gave up his position at the bank to assume control of the college. From that time until his death he acted as head of the college.

Mr. Longmire is survived by his widow, Mrs. Mabel Longmire, and a daughter, Mrs. Merton Irwin, of San Bernardino. A brother, Albert Longmire, and a sister, Mrs. Philpott, reside in Kansas City. He was a member of the Rotary Club and the Modern Woodmen of America.

\$1260 PRIZE MONEY

Will you be in on it? Our September magazine announced this competition for
**SUPPLEMENTARY LESSON DRILLS FOR
 THE ANNIVERSARY EDITION**

of the Gregg Shorthand Manual. If you did not receive that issue, write us for a copy today. We want to hear from every Gregg shorthand teacher!

Get your share of that prize money!

Let's Talk It Over!

A Discussion of Gregg Transcription Test Standards Opened by Florence E. Ulrich

Editor, Gregg Writer Art and Credentials Department

SHALL we or shall we not require a higher percentage of accuracy under the present rules for marking transcription tests?

Is Our Standard Too Low?

There has been a suggestion from some quarters that the present standard for awarding transcription certificates should be raised, on the theory that stenographic work containing 5 per cent of errors is not practical, commercially useful work. It has been pointed out that certificates granted for such work have no practical value, because the degree of proficiency represented does not meet the criterion of the business office.

We grant the correctness of this position as representing a viewpoint that in itself is proper, but does it take into account the functions and aims of this particular activity?

In order to give the best service to the greatest number, we are bound to take into consideration the fact that much of our work is *school work not yet developed to a point of commercial efficiency*. For that reason it is measured by school standards of progress, determined more or less by the possibilities of school accomplishment, rather than by the final standard, that of a business office.

Test An Incentive—Not a Goal

Desirable though it may be to have a higher standardized accomplishment in the schools, the truth of the matter is that we are still some distance from that goal. Conditions vary in different localities and schools, and the results obtained are governed largely by these conditions. Moreover, our aim at this point is not rightly embodied in a demonstration of the student's ability to measure up to the highest level of commercial requirements. We are interested in offering incentives that will urge him on to a higher level of proficiency by providing certificates and awards in recognition of his effort. If the requirements are so high that the majority of students cannot qualify on the test in the period of training to which the speed is assigned, we are failing in our purpose.

We have to keep in mind that we are dealing with students in training, and that our

activities must function in the school rather than in the office. Therefore, the merit of the Transcription Test certificate properly must be realized in the school. The merit of the whole activity, as we see it, is in the encouragement it offers the pupil, the support it gives the teacher, and in the establishment of standards of accomplishment based upon school aims and school conditions.

School Conditions Vary

Every school should have a standard requirement sufficiently high to necessitate effort on the part of a pupil to reach it. It must also avoid requirements that are so difficult as to result in failure and discouragement. Results are not the same in all schools. Under ideal teaching conditions, much better results can be and are obtained than under difficult teaching conditions. If we make the T. T. activity available only to those working under ideal conditions, we are defeating the aim of the entire activity—namely, to encourage and recognize the efforts of the greatest number.

Where Do You Stand?

This reasoning seems to place the whole matter of a standard for marking Transcription Tests upon the question of whether or not reasonable teaching effort can train students to accomplish more than the T. T. requirements now stipulate. Our observation of the results of these tests over a period of years convinces us that these standards are already high, when gauged by the average school accomplishment. However, many teachers advocate raising the standard. If this is the general feeling, we shall, of course, promptly stand back of that movement. On the other hand, if these expressions are the sentiments only of those who by reason of superior teaching facilities and accomplishments can qualify their students under stiffer grades, then such a move will tend merely to eliminate schools seriously in need of the help and encouragement the certificates give.

While we see the desirability of raising the standard of proficiency in transcription, we must not make the grades so difficult of attainment that only a few qualify. If the degree

of skill demanded now represents all that the majority of teachers can reasonably expect to accomplish in a given period of transcription training under present conditions, more should not be required until modifications in the training process enable them to accomplish it.

Teachers are progressive. They recognize the importance of building a systematic program of teaching that will enable them to support modern advancement in commercial education and improve their methods for qualifying students at increasingly higher degrees of proficiency.

Individual Control Possible Under Present Rules

But, in the meantime, there are teachers who find themselves able to meet a higher standard of proficiency than that set for our Transcription Test certificates, and have established a minimum grade in keeping with the standard of their schools. Such teachers should keep in mind that there is nothing to prevent their individual control of this activity. The administration of the tests is entirely in their hands, and if they can bring their students up to the point of passing the tests with 2 or 3 per cent of errors and feel that under the conditions prevailing in their school students ought to make such grades, they should submit to us for certificates only such work as meets this higher level of efficiency.

A few teachers are insisting upon perfect papers at the lower speeds, and they get them. If this is the goal toward which a teacher is working in her school—truly a noteworthy achievement—we believe she has the right to hold to that standard and submit only perfect transcripts. The certificates are intended to represent progress under the conditions and in accordance with the standards of individual schools, which is all they can hope to represent until the point is reached whereby higher standards will affect equally all teaching conditions, and be possible of attainment by students in all of the schools.

What Constitutes Average Attainment?

Desirable though it may be to stiffen the grades, therefore, we believe we are doing the greatest good at this time by putting the requirements within the reach of a maximum number of students in training, leaving to the judgment of the teacher the number of errors to be allowed on each test. This policy will be the most effective until we can get definite data on what constitutes average attainment in the schools represented in the work. Should your own views differ, we want you to let us hear from you.

To be of most service, our policies must coincide with the greatest number of opinions, and expressions from you may be an excellent means of coördinating our mutual aims and effecting better results.

100 Per Cent Subscription Clubs

For a number of years it has been our custom to publish the names of those teachers sending the *Gregg Writer* a subscription club representing 90 per cent or more of the classes under their instruction. As the number of clubs has increased so rapidly, this list has come to require much space urgently needed for other purposes. Therefore this year these names will not be published. However, we wish to make it clear that we cease to publish the lists only because we feel that our readers would prefer to have the space devoted to additional reading matter. We still appreciate to the fullest extent the loyal and friendly coöperation of those teachers who send us their subscription clubs, and thereby make it possible for us to carry on.

Although it has been necessary to stop publishing the lists, we shall continue to present to each teacher sending us a *Gregg Writer* subscription club of 90 per cent or more a token of our appreciation. This year we have designed a special model of the Eversharp Pencil for use in writing Gregg Shorthand. Teachers will find it especially helpful, when used with thin red leads, in correcting papers. It is made to match the Gregg Pen, and it will, we are confident, meet with the same reception given to the Gregg Pen.

O. G. A. TEST COPY

Dear Sir,
I have the honor to acknowledge the receipt of your letter of the 19th inst. in relation to the above matter.
I have the honor to inform you that the same has been forwarded to the proper authorities for their consideration.
I am, Sir, very respectfully,
Your obedient servant,
J. H. Smith

Our Gift to Teachers— A companion to the Gregg Pen

IN response to the demand of hundreds of teachers who have asked for a pencil as a companion to the Gregg Pen, we have had made to our specifications an Eversharp Pencil, especially designed for shorthand writing, and bearing the Gregg Emblem.

One of these new Gregg Eversharp pencils will be presented with the compliments of **The Gregg Writer** to every teacher sending us a subscription club of from 90 per cent to 100 per cent of the shorthand pupils under his instruction. (A "club" consists of a minimum of ten pupils.)

The features of the new pencil are:

1. Light weight.
2. Perfect balance for shorthand writing.
3. No clip—the pencil may be turned freely in the hand while writing, in order to keep a sharp edge always available.
4. Beautiful appearance—rosewood finish, with a gold band and graceful, tapering top.
5. A supply of HB Eversharp leads and an eraser under the cap of each pencil.

When you send in your subscription club, please state what percentage of your students are represented, and also, in order to avoid duplication or misunderstanding, state whether or not you have already received one of these pencils from us.

The Gregg Writer

16 West 47 Street

New York, N. Y.

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

The Waiting Year

By *Margaret E. Sangster*

When Autumn flings her banners wide upon
October air,
All nature seems to thank its God for making
life so²⁰ fair—
The hills go robed in amethyst, the trees are
dressed in fire;
The very air seems thrilling with a⁴⁰ passion-
less desire.

The simple things are glorified: The little
home that stands
Beside the lane is like a friend, with⁶⁰ warm,
extended hands;
One knows that hearths are all aglow, that
tables wide are spread
With damask cloths, and new-⁸⁰laid eggs, and
milk, and country bread.
One knows that eyes are bright with love, that
hearts are filled with¹⁰⁰ cheer,
When Autumn flings her banners out across
the waiting year.

One somehow feels that God on High must
love¹²⁰ this season best;
He holds it as a mother holds a babe close to
her breast.
The pressure of His¹⁴⁰ hand is on all nature,
like a prayer—
When Autumn flings her banners wide upon
October air! (157)

A Monosyllabic Chart

*"God Wants Your Heart and the Church
Wants Your Help"*

By *the Rev. S. C. Carpenter*

In a few months from now the Church will
do, with the help of God, a thing which has
not²⁰ been done since the faith of Christ first
came to our shores.

Of course, in one way, the thing is⁴⁰ not new.
It is as old as the Church is. It is the work
of the Church, the work which⁶⁰ the Church
is set in the world to do. And those who
serve Christ in His Church have tried to⁸⁰
work for their friends and help them. They
want their friends to know the Lord Christ
and serve Him, and¹⁰⁰ be friends with Him.

But, in a way, it is a quite new thing. The
call of Christ to the¹²⁰ whole land has not been
made to all men in all parts at the same time.
And, as well as¹⁴⁰ that, the war has shown

us that we are in God's hands. It has made
us say, "God help us,"¹⁶⁰ "God save the King,"
"God save us all." The war has made the
Church feel that it must face the¹⁸⁰ facts and
see what can be done.

So at the end of this year the Church will
call at the²⁰⁰ same time on all men in all parts
of the land which is our home to hear the
Voice of²²⁰ God. The Church is sure that
God has much that He wants us all to learn.
We have been slow²⁴⁰ to learn; in fact, some
of us are bound to say, if we tell the truth,
that we have not²⁶⁰ thought of God and the
Lord Christ at all. Yet God has thought of
us, and it has grieved His²⁸⁰ heart to see the
state of things. When war broke out it found
us in a bad way. The rich³⁰⁰ lived side by
side with the poor, but no one can say that
all men, rich and poor, were friends,³²⁰ and
that we ruled our lives by the law of love.
Some of those who were rich spent all they³⁴⁰
had on their own needs, and took no thought
for the men who worked for them. Their
hearts were³⁶⁰ hard. There was no love in
them. Some of the poor spent half of what
they had in drink, and³⁸⁰ so, as we all know,
their homes went from bad to worse. Of
course I do not mean that there⁴⁰⁰ were no
good men. Both in the Church and out of
it, there were good men who tried their
best.⁴²⁰ But, sad to say, it is the fact that a
few bad men can hold up and stop what the⁴⁴⁰
good men try to do. And so it was with us.
Those who thought most and cared most and
prayed⁴⁶⁰ most, felt that there was much cause
to fear. No one knew how it would all end.

Then came the⁴⁸⁰ war. Wars are bad things;
and some day when Christ rules all the world
He will make wars to cease.⁵⁰⁰ But all the
same, this time it seemed as if there was some
good in it. It seemed that God⁵²⁰ had said
to us: "This is a bad thing, but it might
have been worse. Make the best of it."⁵⁴⁰
Stand side by side. You are all in it. Those
who can must fight. Those who can must
work. All⁵⁶⁰ must take their part." So we
closed our ranks, and our young men went to
the war, and the rest⁵⁸⁰ of us tried to do
our "bit."

We did think of God in the first few weeks;
but do we⁶⁰⁰ still? I am sure that you did
pray on your knees for your lads at the front,
but have you⁶²⁰ tried to turn over a new leaf
in your own life? Some of you get a big
wage when the⁶⁴⁰ end of the week comes—
and, of course, I know that means a great deal
of hard work; but what⁶⁶⁰ of the way in which
you spend it? And how do you pass the time
that you get "off"? It⁶⁸⁰ is quite right to have

rest and change, but do you try all the time to serve and love those⁷⁰⁰ whom you know, or do you care most to please your own self? You know best, what to say to⁷²⁰ all this.

Well, the Church has had a plain call from God to speak out on points like this. To⁷⁴⁰ all men, rich and poor. And, of course, most of all to its own self. The Church knows well that⁷⁶⁰ its own life has not been all that it might have been. And it need not be said that if⁷⁸⁰ the Church is to teach men to change their minds, the Church must be the one to do it first.⁸⁰⁰ The Church must change its own mind in all points in which it has not been true to the law⁸²⁰ of Christ. There must be no more pride, but in the place of pride there must be love. The Church⁸⁴⁰ feels that, and the Church has made up its mind that it means to have more faith and more hope⁸⁶⁰ and more love. In fact, the Church feels that it, as well as the world, has sinned and grieved the⁸⁸⁰ heart of God. And it is all the worse for the Church to sin, for the Church ought to be⁹⁰⁰ strong with the strength of God. But the Church is made up of men; and men are weak—so there⁹²⁰ it is. All have done wrong. We are all in it—Church and all. The nails that went through the⁹⁴⁰ hands and feet of our Lord as He hung on His Cross are sins that all of us have done.⁹⁶⁰ He was the Lord. He came to save the world. The world gave Him, not a crown, as it ought⁹⁸⁰ to have done, but a Cross. You and I were not there then, but He bore on His heart the¹⁰⁰⁰ sins of the whole world. And some of those sins were ours. We helped to make Him die. It is¹⁰²⁰ our fault.

What, then, must we do? What we must do is this. We must fall on our knees and¹⁰⁴⁰ say to God that we have done wrong and that we know it; and we must ask Him to wash¹⁰⁶⁰ out our guilt and give us all a new heart and a change of mind and a new life. The¹⁰⁸⁰ Church will lead the way and through the next few months the Church will pray to God day by day¹¹⁰⁰ to be made clean and strong and good. Then, when the time comes, the great call will sound through the¹¹²⁰ land.

When that time comes you will have to help. *God wants your heart and the Church wants your help.*¹¹⁴⁰ The Church has a great work to do, to teach and warn, and serve and help all men. And if¹¹⁶⁰ you do not join and do your best, the Church will be one short.

It may be that the friend¹¹⁸⁰ who left this at your house will call next week and ask you what you think of it. I hope¹²⁰⁰ with all my heart that you will feel that it is true. The Lord Christ calls on you to work¹²²⁰ for Him and, if need be, to fight for Him. He has a right to ask you—He gave His¹²⁴⁰ life for you; will you not feel that it is true. Him King? When you were a child you were brought to¹²⁶⁰ Church and the sign of the Cross was made on your brow. Christ calls you now: "Rise up and join¹²⁸⁰ the ranks of those who are true to Me. Take up your Cross, and come where I have led the¹³⁰⁰ way." (1301)

The Scarlet Ibis

From "The Eternal Masculine"

By Mary Raymond Shipman Andrews

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(Continued from the September issue)

About six o'clock that²⁴⁰⁰ evening the large m'sieur, whose name, incidentally, was Bradlee, spread a gray camp blanket on the pine-needles in front²⁴²⁰ of his immense walled tent, and stretched it with care to the foot of a peculiarly luxurious stump—a stump²⁴⁴⁰ of the right shape and angle and consistency to make a good back for a man to loll against. He²⁴⁶⁰ had been tramping all the afternoon, and he was tired and wanted luxury; he found it on the gray blanket,²⁴⁸⁰ with his back against the spruce stump. Luxury, it is said, is a matter of contrast; this man's scale of²⁵⁰⁰ such things possibly began at a different point in New York; here in Canada, after a day's heavy labor in²⁵²⁰ portage and canoe, after coming back grimy and sweating and black-fly-bitten and footsore—after those things, a plunge²⁵⁴⁰ in the lake and dry flannel clothes and a gray blanket and a stump realized luxury.

"I wish that cub²⁵⁶⁰ would come," Bradlee murmured half-aloud.

Behold, around the corner of the spruce point which guarded the bay, dark on²⁵⁸⁰ the silvery water, a canoe shot forward, swift, silent. Bradlee with one long pull took his cigar from his mouth²⁶⁰⁰ and held it as he watched. The indescribable intoxication of the Canadian mountain air was about him, immense, pervading; he²⁶²⁰ heard the beat of the paddles and the long swish of the water after each bound of the canoe; now²⁶⁴⁰ Jack missed a stroke and shot his paddle high in the air in salute, but did not break the infinite²⁶⁶⁰ quiet with a spoken word.

"Most boys would have howled their heads off at sight; this one respects the sanctuaries,"²⁶⁸⁰ thought the man.

With that the springing boat was close and he got up and stood at the water's edge²⁷⁰⁰ and the bow crushed, with a soothing sound which canoe people know, up the wet sand.

"Glad to see you,"²⁷²⁰ young man; hope you have an appetite," spoke Bradlee cordially, and felt the place all at once illumined by a²⁷⁴⁰ buoyant presence.

"Have I?" responded Jack. "Just you watch me, sir."

Shortly, on the sand by the lake-edge, under²⁷⁶⁰ a wide-branched pine-tree, the table was spread with trout still sizzling in the frying-pan and flap-jacks²⁷⁸⁰ and maple syrup and thin fried potatoes and other delicacies of camp, which Adelard and his confrère, Louis, brought in²⁸⁰⁰ relays, laughing joyfully at the enormous hunger of the young m'sieur. Then, the man and the boy sat by the²⁸²⁰ bubbling birch fire and "smelled wood smoke at twilight," and talked fishing. Jack was very great at expounding, and it²⁸⁴⁰ was

seldom he had such a chance; he made the most of it. The older man listened as to the²⁸⁶⁰ Law and Gospel; it was a memorable evening. The Bradlee fishing-tackle was had out and looked over.

"You've got²⁸⁸⁰ some splendid things," Jack announced in his uncompromising young voice, and regretted to himself the unnecessary extravagance of a poor²⁹⁰⁰ man. "But the trouble is, there's a lot that's—excuse me for saying it—trash. I reckon you just went²⁹²⁰ to a shop and bought what they told you, didn't you?"

"Exactly."

"Too bad," Jack's wise head shook sorrowfully. "Wish²⁹⁴⁰ I could have been along. I could have saved you hunks of money."

The fine, big, new fly-book was²⁹⁶⁰ opened, and the man flapped a thick leaf or two and nervously drew out a brown fly.

"That's a Reuben²⁹⁸⁰ Wood." Jack had been teaching him the names. "Hard to remember till you get used to them, isn't it, though?³⁰⁰⁰ Here is your Parmachene—see, with the white and red feathers. Put her on for a hand-fly, wouldn't you,³⁰²⁰ sir?"

Bradlee obeyed with pathetic promptness, fumbling a bit, but getting fly and snell together ultimately.

"Now—tail-fly. That's³⁰⁴⁰ important. Let—me—see."

But the willing horse suddenly took the bit in his mouth. Bradlee pointed out a patch³⁰⁶⁰ of scarlet with his forefinger. "I want that one," he stated.

The boy laughed. "The Scarlet Ibis?" he inquired, like³⁰⁸⁰ a kind of pitying father. "That wouldn't do, I'm afraid. That's too—crude, you see. That's good for very dark days and very wild waters, where no one has ever³¹⁰⁰ fished, and they're not educated. I'm afraid they'd know better than a Scarlet Ibis at Profanity Pool."

But the man,³¹²⁰ so docile up to now, acquired a setness about the mouth. "I want the Scarlet Ibis. I like the³¹⁴⁰ name of it, and red is the color I like, and I have an idea it will bring me luck."³¹⁶⁰

There was something in the large m'sieur, when he spoke this way, which made one see that he was accustomed³¹⁸⁰ to manage things; this was different from the meek scholar of the kindergarten class in fishing. Jack yielded at once³²⁰⁰ and with cordiality.

"Of course, if you've got a hunch," he agreed with his young-elderly benevolence. "Maybe it will³²²⁰ bring you luck."

And the large m'sieur smiling inwardly, felt that he had been allowed the Scarlet Ibis by an³²⁴⁰ indulgent superior, yet liked the lad no less.

When the thick mists that had blanketed the lake all night were³²⁶⁰ blowing in streamers along the shore and curving to the alders in the damp morning wind, the man and the³²⁸⁰ boy, leaving the guides in camp, started upstream to Profanity Pool. It was hard to follow the portage at first,³³⁰⁰ so dark it was; even when the two fishermen reached the pool it was dark enough to make the foot-³³²⁰ing uncertain as one crossed from rock to

rock, to the sand-bar where the Indian tea-bushes grew, their small³³⁴⁰ old-rose-colored blossoms frosted with dew, and over them in the dim light the same mysterious stillness, as if³³⁶⁰ the night's sleep were not yet ended.

The large m'sieur, casting, with his whole heart in his forearm, suddenly was³³⁸⁰ aware of a small tentative resistance somewhere on the leader threading a shimmering way across the pool. Like an electric³⁴⁰⁰ connection his wrist thrilled in response and the delicate mechanism answered again with a light jerk.

With an appalling suddenness³⁴²⁰ Bradlee was aware of a mighty pull of unseen live strength applied to the gossamer structure of his rod and³⁴⁴⁰ line, and his wrist flew up antiphotonally with a good will which luckily did not break everything concerned. The fish³⁴⁶⁰ had taken the fly under water, as a big one will; he was on—Bradlee had hooked him. But there³⁴⁸⁰ was small time to dwell on that point, for the fight had begun without preliminaries. Straight for the log ran³⁵⁰⁰ the invisible streak of force, and Jack cried out in horror:

"Keep him away—don't let him get under."

The³⁵²⁰ large m'sieur's lips curled back from his teeth, and his eyes gleamed savagely, as he lifted the tip and held³⁵⁴⁰ the struggling fish on the very edge of the danger zone. The boy, following every pulse-throb, murmured, "Good work,"³⁵⁶⁰ and with that there was a sound as of a mighty garment ripping and the trout was off headlong to³⁵⁸⁰ the front of the pool.

"Give him line—quick," the boy thundered.

And Bradlee lowering the rod a bit, let³⁶⁰⁰ the line run out—and behold the trout turned suddenly in his tracks and rushed back. Only luck saved him³⁶²⁰ on that manoeuvre; before Jack had cried breathlessly "Reel up," the man had the tip lifted and his finger on³⁶⁴⁰ the spring—for he was learning fast—and the line was snapping back in handfuls—yet there was slack for³⁶⁶⁰ at least two seconds and it was pure chance that the fish did not shake loose. There was a space³⁶⁸⁰ of quiet after this—dangerous quiet.

The large m'sieur, ignorant of what to expect, did not presume, did not relax,³⁷⁰⁰ and was not taken off his guard. The boy glanced at the set face many times with benignant approval, as³⁷²⁰ the man silent, intent, fought the flagging fight as earnestly, as watchfully, as at its beginning.

The boy, crouching with³⁷⁴⁰ the landing-net at the water's edge, followed the infinitely quick scintillations with his eyes; the man, lifting, lowering his³⁷⁶⁰ rod, keeping the line not too tight, not too loose, followed them, as mere human muscles might, with his playing³⁷⁸⁰ wrist; with that the long, shining body, brown and gold and silver and pink and scarlet and spotted, stopped struggling,³⁸⁰⁰ floated limply half out of water, and the large m'sieur, flushed, anxious, drew him slowly inshore. Jack, with the net³⁸²⁰ deep in the pool four feet to the right of the defeated king of it, waited till he was close³⁸⁴⁰—yet not too close—till a clock in his brain sounded the



Emergency Vacancies

Many fine positions are reported late. Get your name upon our available lists at once. If you are enrolled and available, inform us immediately.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

Shubert-Rialto Bldg., St. Louis, Mo.

Hither and Yonder

Written August 1. Some of the shifts of teachers brought about by us in July: Illinois to Vermont; Maryland to New Hampshire; Massachusetts to New Hampshire; Massachusetts to Maryland; Los Angeles to Spokane; Atlanta to Buffalo; New York City to Pittsburg; Maine to New Hampshire; Iowa to West Virginia; New Jersey to Pennsylvania. Highest salary for a man, \$3300; for a woman, \$2250. Highest salaried position now open on our books, \$6500. May we help you?

THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

Larcom Ave., Beverly, Mass.

psychological second, and then—swoop; the net rushed³⁸⁰⁰ through the brown water, deep under the trout and up with a sure curve. There was a mad flopping and³⁸⁸⁰ struggling, but the big fellow was in the meshes and Jack lifted him up, both fists gripping the handle of³⁹⁰⁰ the heavy-weighted net, and held him so at arm's length high in the air.

"Gosh!" said Jack.

The large³⁹²⁰ m'sieur did not say anything, but he lowered the butt of his rod with hands that shook, and brought a³⁹⁴⁰ sigh that appeared to wander up in stages from his boots. His face radiated a solemn happiness several flights farther³⁹⁶⁰ down than words; his eyes were glued to the landing-net with its freight of glory.

"I caught him," he³⁹⁸⁰ stated.

"Sure," agreed Jack. "You took him, that's as certain as the Pyramids. What's more, you did it in style."⁴⁰⁰⁰

By now Jack was squatting before the net, laid on a flat stone; his hunting-knife was out of the⁴⁰²⁰ leather-fringed caribou-skin sheath on his hip, and he had it in his right hand, the dull side of⁴⁰⁴⁰ the blade down, while with his left he gathered the net tighter around the still flopping great trout. The wet,⁴⁰⁶⁰ dull nose, the staring eyes were uppermost. Jack gave a sharp rap on the back of the neck two or three⁴⁰⁸⁰ times repeated, and the king of Profanity Pool, with a long shiver, was still. Then with big-handed dexterity he⁴¹⁰⁰ drew back the meshes and pulled him out, a splendid, shining creature, twenty-two inches long.

The large m'sieur, watching⁴¹²⁰ the boy's expert work, made a sudden movement. "What fly is he on?" he threw at Jack.

Jack, carefully withdrawing⁴¹⁴⁰ the net from its twists and double twists around the tail, around the leader and the flies, bent swiftly, examining.⁴¹⁶⁰ The lad gave a whoop that set echoes ringing in the dark hills about Profanity Pool and the gully of⁴¹⁸⁰ the little river.

"Gosh!" shouted Jack, while the large m'sieur grinned triumphantly, "it's the Scarlet Ibis!" (4196)

(To be continued next month)

Drills on Chapter IV

Dear Sir:

I thank you for the friendly character of your remarks in your letter of May 16 regarding my²⁰ purchase of a Singer car and a number of accessories. I like these accessories very much so I am not⁴⁰ going to return them.

My experience with the car, too, has been so happy that I have told a number⁶⁰ of my friends that they should communicate with you when they are about to purchase a new model. I hope⁸⁰ that these remarks of mine will bring you further sales. The car is strong and well built, the springs are¹⁰⁰ good, and its action on the road is everything that could be desired.

I am sorry that I have taken¹²⁰ so long to settle the bill for these purchases. I shall send you a check the first of the month.¹⁴⁰

Yours very truly,

Dear Sir:

Your letter of August 6 tells me that the report upon which you are working¹⁶⁰ will be ready in about a week from this date.

When you have gone further into the matter and are¹⁸⁰ completing the report I suppose you will be able to add a section dealing with any plans that you think²⁰⁰ would be likely to help in eliminating part of our expenses. Such plans would be accepted gladly by our department²²⁰ heads.

When I receive your report I shall bring it before a special committee, which will meet on the sixteenth²⁴⁰ of this month in the Committee Room at the City Hall. This committee is a body whose chief duty will²⁶⁰ be to explain the causes of the falling off of our income and the steady increase of our expenses and²⁸⁰ to say whether the particular methods for eliminating waste that you give will be of real value in our office.³⁰⁰

Very truly yours,

Dear Sir:

I am glad to hear about Mr. Murray's action in almost forcing the committee to³²⁰ accede to our wishes with regard to the renovation work on the school premises so that he might complete the³⁴⁰ job without loss of time. He has shown unusual skill in dealing with this matter.

Let me know when the³⁶⁰ work is completed.

Yours truly, (365)

Drills on Chapter V

Mr. Roy Powell
5 Hoyt Street
Salem, Mass.

Dear Sir:

We are glad that you and your family are enjoying²⁰ your new house. We felt that you would, but it was kind of you to write about it. We regret⁴⁰ that we could not have it ready for you earlier than we did, but the railroad was so slow in⁶⁰ getting us the lumber that it put us behind considerably.

You will find that we chose with the utmost care⁸⁰ everything that we put in your house. You will be particularly pleased with the wiring, the lighting equipment, and the¹⁰⁰ plumbing.

We know that you will enjoy also the lovely view to the east, and your boys will never tire¹²⁰ of playing in the yard behind the house.

Cordially yours,

Dear Sir:

We are glad to have your letter of¹⁴⁰ yesterday in which you apply for a job with our company.

In compliance with our usual plan we are sending¹⁶⁰ you a blank form. If you will fill this out in ink and mail it to us, we shall file it¹⁸⁰ for future use.

Very truly yours,

Dear Madam:

I have had my office girl look through my files but she²⁰⁰ cannot find any poems that relate to the time treated in the first part of your history of poetry. I²²⁰ am glad of the chance that your letter gives me to tell you how much I enjoyed reading your poems²⁴⁰ while lying flat on my back here in the hospital.

Your choice of subject matter, the thousand and one sweet³⁰⁰ lines full of high ideals all made me wish that I too might produce some lines that would be as³⁸⁰ profitable as yours for the millions to read.

Cordially yours,

My dear Madam:

We should like you to ask your⁴⁰⁰ friend, Mrs. Julia Owen, who has returned from her visit to Korea and China, if she will speak at our⁴²⁰ meeting next month. Will you do this for us?

Very truly yours, (432)

Drills on Chapter VI

Dear Sir:

Good pins to fasten papers are necessary in every store where the correspondence is heavy. We are confident²⁰ that our excellent pins will satisfy you in every way. If you desire we shall be glad to send you⁴⁰ a box of them so that you can give them serious consideration.

These pins are made of fine brass and⁶⁰ cannot rust. They are very sharp and will go through a thick folder with very little effort.

The pins are⁸⁰ cheap as well as good, and we are prepared to give you immediate shipment.

Very truly yours,

Dear Sir:

We¹⁰⁰ are preparing for shipment an order that came to us through you for Frank Company. We have asked a number¹²⁰ of people if this company is reliable, and what we have heard is not at all flattering. Before writing direct¹⁴⁰ to them, we should like to hear what you know about their credit rating. If you can, please give us¹⁶⁰ the names of the houses from whom they have been buying, as this would be of great help to us.

If you cannot get us this information, we shall have to ask the company to send a remittance before we²⁰⁰ make the shipment, and we fear that if we do so they may order their supplies from some other company.²²⁰ We shall consider it a favor, therefore, if you will do all you can to send us by wire a²⁴⁰ dependable credit report.

Yours truly,

Dear Madam:

We are very glad to give you prices on the goods you mention²⁰⁰—sweaters for small children, swimming suits for women, and all-wool goods by the yard.

A shipment of several model²⁸⁰ numbers and samples of goods that have sold quickly this spring goes to you this morning. Among

these are some³⁰⁰ you will wish to keep, we think. A marked tag is attached to each sample.

Permit us to say that,³²⁰ as usual, we are fully equipped to fill your needs. We await your call, on the phone or by letter.³⁴⁰

Yours truly, (342)

Economy

The practice of judicious economy is one of the prime essentials to success. Economy, like intelligent and uniform work, is²⁰ constructive—and no one can hope to enjoy real independence who does not keep his expenditures well within the limits⁴⁰ of his income.

The reckless spending of money quickly becomes a habit, and those who allow themselves to be enslaved⁶⁰ by extravagance are burdened under the triple load of past, present and future obligations without sufficient funds to meet them.⁸⁰

There is just pride and pleasure in knowing that there is going to be a surplus left when the weekly¹⁰⁰ bills are paid—much greater pleasure than the temporary enjoyment of things we cannot afford.—*Selected* (116)

Radioactivity

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation
(Copyright by Williams and Wilkins Company,
of Baltimore)

In 1895 Rontgen discovered x-rays and pushed ajar a door into a new realm of science.²⁰ The very name indicates a lack of knowledge but x-rays have made a place for themselves in the daily⁴⁰ experiences of all civilized peoples. Rontgen, in his public announcement, January 6, 1896, made the world aware⁶⁰ of radiations which could penetrate bodies opaque to light and after such penetration or before, could affect photographic plates or⁸⁰ films in the same manner as light. This discovery stimulated search for other manifestations of this wonderful property of matter.¹⁰⁰

Among these searchers was M. Henri Becquerel, a French scientist. He was looking for something and found a great deal¹²⁰ more. Again the "accidental" in research! While studying phosphorescence, he covered a photographic plate with black paper and on it¹⁴⁰ put a small amount of a compound of uranium. His choice of uranium was as fortunate as Mendel's selection of¹⁶⁰ hawkweed for experiments in heredity was unfortunate. After exposure of the phosphorescent uranium compound to sunlight and subsequent development of¹⁸⁰ the plate, it was found that rays from the uranium had penetrated the paper and affected the plate although the²⁰⁰ sunlight had not. Thin sheets of metal also could be pierced, as was revealed by trial with additional photographic plates.²²⁰ The sun's action on the phosphorescent body was believed necessary. One day however, clouds obscured the sun, interrupting an experiment.²⁴⁰ The

wrapped plate with uranium compound lying on it was laid away in a dark place. Weeks afterward Becquerel developed²⁰⁰ this plate and found that it had been affected just as the plates in the earlier tests had been. What²⁸⁰ did it? Additional tests eliminated sunlight and phosphorescence, and proved that a hitherto unrecognized property resided in uranium. By use³⁰⁰ of a uranium compound, Becquerel made a print of an aluminum medal, bringing out in clear relief, the human head³²⁰ stamped thereon. Thus was radioactivity discovered in 1896. Were there other substances then uranium radioactive? The search³⁴⁰ went on. Soon the Curies discovered polonium, then radium in 1898, and their associate, Debierne, found actinium³⁶⁰ also in pitch-blende, the mineral which is one of the chief sources of radium. In subsequent years thorium and³⁸⁰ its disintegration product mesothorium, and other radioactive substances and minerals from which they could be obtained, were found. These discoveries⁴⁰⁰ put new aspects upon matter and its constitution. Fundamental, fresh conceptions were introduced into physical science.

From the delicate, complex⁴²⁰ apparatus of the modern physical laboratory, the involved processes of research with their exacting requirements, and the abstruse mathematical computations,⁴⁴⁰ most technologists turn in despair. Such things are too time-consuming, and too "impracticable" for them. Nevertheless, from these researches⁴⁶⁰ in pure science in pursuit of knowledge of radioactivity, there came results of vast importance, extremely practical in peace and⁴⁸⁰ war.

No one could have foreseen the possibility that the infinitesimal traces of the previously unknown element radium, found in⁵⁰⁰ the most forlorn quarters of the earth, would in a few years be turned into a practical tool for therapy⁵²⁰ and be used almost entirely for cancer treatment. It could hardly have been foreseen that the wrist watches of the⁵⁴⁰ soldiers in the trenches of a world war would have called for some of this radium, nor could anyone have⁵⁶⁰ imagined that this war would have resulted through other pure research, in the disclosure of mesothorium now sold throughout⁵⁸⁰ the world at an enormous price, to take the place of radium in the illuminated watch or an airplane compass⁶⁰⁰ dial. From that purely scientific study, markets expressed in millions of dollars quickly resulted.

A large life insurance company, as⁶²⁰ a business proposition, not long ago contributed thirty thousand dollars for aiding the application of radium to the treatment of⁶⁴⁰ cancer, solely because it had found that to increase the longevity of cancer patients insured with it, by radium treatment,⁶⁶⁰ was to its advantage.

Doubtless, there are just as remarkable, unexpected, and interesting cases yet to be developed. There is,⁶⁸⁰ however, no short cut. Somebody has had to sweat mentally and physically to bring such things into existence. (698)

—Prepared with assistance of Dr. Willis R. Whitney, Director, Research Laboratory, General Electric Company, and lectures by Prof. Frederick Soddy on "The Interpretation of Radium and the Structure of the Atom."

Business Letters

(From "Rational Dictation," Part I, pages 44 and 45, letters 64 and 65)

John Reed & Company,
1345 Broadway,
Portland, Maine

Gentlemen:

Thank you for your courtesy in²⁰ hurrying along our shipment of paper, notwithstanding the fact that your books showed a balance against us of⁴⁰ \$73.45. The paper was received this morning in good condition. We shall use it on some rush⁶⁰ work we are getting out.

Your letter calling our attention to the balance of \$73.45⁸⁰ very greatly surprised us, as we were under the impression that our account with you was clear. Upon looking up¹⁰⁰ the matter, we found that the bill of goods purchased April 3 had not been entered. We are very glad,¹²⁰ therefore, to send you our check for this amount.

We trust you will pardon the oversight.

Very truly yours, (139)

Mr. H. E. Blaine,
418 Park Avenue,
St. Louis, Missouri

Dear Sir:

We appreciate your business and are²⁰ anxious that the friendly relations that have existed in the past shall continue. We are forced to say, however, that⁴⁰ if settlement of your account is not made within the next few days we shall have to request our attorneys⁶⁰ to take care of our interest in this matter.

We regret the necessity for sending this letter and trust to⁸⁰ your sense of fairness to set the matter right by forwarding to us without delay a check in payment of¹⁰⁰ the balance due.

Yours very truly, (106)

Sentences for Practice on the New Manual Outlines

The words for which revised outlines appear in the new Anniversary Edition of the Gregg Shorthand Manual are given in italics.

In his report to the board the auditor of the automobile concern will surely undertake to designate clearly and fully²⁰ what bookkeeping is needed to show in detail which materials are usually subject to scarcity. The shortcomings of the present⁴⁰ system were clearly shown this season. The men who are familiar with the figures claim that the lack of accurate⁶⁰ data obstructed the foreman instead of simplifying his work. The bookkeeper had continual trouble preparing temporary reports for presentation, and⁸⁰ the steam railroads had considerable difficulty in transporting from the Atlantic seaboard the unnatural accumulation of petroleum which resulted from¹⁰⁰ the mistaken policy. The girl in the Transatlantic Air Transport office will be glad the report

is simplified, and that¹²⁰ its presentation has been postponed.

After the above abstract had been verified, the auditor wished to deliver to the financial¹⁴⁰ editor a copy showing the principal points. The reporter made his usual frantic effort to obstruct delivery. The nature of¹⁶⁰ the abstract made it an especially good text for the distinguished preacher to use in the campaign which he launches¹⁸⁰ annually to proclaim the depravity of the present time. The weakness of his presentation was that he did not undertake²⁰⁰ to sketch an alternate plan to overcome the trouble.

The senator from Australia said that the literary quality of the²²⁰ letter sent in behalf of his client literally left the debtor no alternative but to settle the bill. The outcome²⁴⁰ was very gratifying and increased his reputation. To speak upon repetition as an evidence of density is absurd. It is²⁶⁰ found in almost every thoroughly clear paragraph. He also undertook to show how the vowel is pronounced.

Spanish literature is²⁸⁰ a close rival of American literature as an article of commerce; but the multiplication of Spanish books will not overtake³⁰⁰ us if we make a special effort. We may expect them to multiply their efforts and amplify their plots. We³²⁰ shall treat them with courteous consideration and remain friendly, but we shall not dignify their competition by patronizing them more³⁴⁰ than we have done.

The chairman said in the presence of a man from our factory that the hydraulic press³⁶⁰ we had built had been a material factor in their prosperity. We can expect a distinct rise in the thermometer³⁸⁰ when the multiple phase motor is running on alternating current.

Our first principle is to simplify, for we wish to⁴⁰⁰ cut the cost of transportation rather than to increase the figure. Therefore your alternative plan for commercial delivery does not⁴²⁰ meet with especial favor.

The attempt of the debtor to corner the orange crop and the corn crop was a⁴⁴⁰ mistake, and will be sure to deplete his resources until he will have to postpone the next payment.

The society⁴⁶⁰ passed a resolution to dispatch a check to devote to the cause. I myself would have given something on my⁴⁸⁰ birthday had not illness prevented.

The nurse remained respectfully distant from the metropolitan singer suffering from tonsillitis, instead of going⁵⁰⁰ immediately for a doctor. (504)

Key to the June O. G. A. Test

Everybody tires of a new job after its freshness wears off. By sticking to it, however, the big purpose back²⁰ of the job becomes apparent and a lasting liking for the work develops. Every new worker has a period in⁴⁰ which he feels that he has "no chance." Patience and steady work will win out. A period of testing and⁶⁰ observing must be endured. After one has demonstrated his wearing qualities progress speeds up.

The value of trade journals is⁸⁰ great. They help one to get a view of the happenings all over the country in their line of work.¹⁰⁰ While reading the magazine of your profession, glean as much information and help from it as you can. Don't forget¹²⁰ to read the advertisements. They not only keep you informed of the latest inventions and developments, but they are excellent¹⁴⁰ studies in the art of presenting and setting up copy. (150)

240 Words-a-Minute Championship—Jury Charge

(Continued from the September issue)

—as the doors were rising she was about one foot away, and that he called out to her at that⁴²⁰ time, but nevertheless she came in contact with said doors and fell to the ground. This witness testified that as⁴⁴⁰ the elevator was coming, a bell was being rung.

Any reference made by me to matters of evidence is based⁴⁶⁰ entirely upon my recollection of the evidence, and, gentlemen of the jury, if your recollection differs from mine, you are⁴⁸⁰ instructed that your recollection of the evidence should be controlling.

In every case of this character which is based upon⁵⁰⁰ negligence there are two questions to be considered and two facts that a plaintiff must prove in order to make⁵²⁰ out a cause of action. First, that the defendant or his employees were guilty of negligence, which was the proximate⁵⁴⁰ cause of the accident; and, second, that the plaintiff was free from any contributory negligence.

You are further instructed as⁵⁶⁰ a matter of law that negligence is the absence of due care, that is, such care as the ordinary reasonably⁵⁸⁰ prudent person would exercise under the same or under similar circumstances.

You must inquire whether Mrs. Brown, in the circumstances⁶⁰⁰ in which she was placed, exercised that degree of care required of the reasonably prudent person.

Likewise, you must determine⁶²⁰ whether the defendant and his employees under the circumstances exercised ordinary and reasonable care in guarding this elevator and the⁶⁴⁰ iron doors to afford safe and proper means for its operation, and whether on this occasion such ordinary and reasonable⁶⁶⁰ care was exercised by the defendant and his employees to avoid injury to persons who walked along the street in⁶⁸⁰ question. In other words, gentlemen of the jury, it is for you to determine what the facts are.

The burden⁷⁰⁰ of proof in this case is upon the plaintiff in regard to all the facts which you have to consider⁷²⁰ and the plaintiff must satisfy you of each fact necessary to make out her cause of action.

By that, I⁷⁴⁰ mean that each fact which has any bearing upon the cause of action must be established by the plaintiff.

By⁷⁶⁰ the burden of proof, I mean that the plaintiff must sustain her case by a fair preponderance of credible evidence.⁷⁸⁰ A fair

preponderance of the credible evidence does not necessarily mean the greater number of witnesses testifying, nor does it⁸⁰⁰ refer to the quantity of the evidence, but solely to the weight of the evidence.

You are further instructed that,⁸²⁰ in determining each fact in this case, you must —(829)

(To be concluded next month)

Short Stories in Shorthand

Tit for Tat

Visitor: I think it's just wonderful to see you so cheery with all those wounds on your head.

Wounded optimist: Oh,²⁰ well, miss, it's a very cheering thing to wake up of a mornin' and find that you've still got a⁴⁰ head to have wounds on. (45)

So Glad

Jones: I hear your wife had an accident with the car.

Smith: Oh, it wasn't serious.

Jones: Oh, no; just²⁰ a little paint scratched off both? (26)

In the "Know"

Boss (to applicant for office position): Can you compose a good letter?

Applicant: I think so.

Boss: Can you take²⁰ dictation in shorthand?

Applicant: Yes.

Boss: And can you read your notes?

Applicant: Sometimes.

Boss: Well, I think you will⁴⁰ hardly do; you don't know enough about our business.

Applicant: Don't I though? Ain't I engaged to your stenographer? (59)

Proof Positive

Counsel: Tell the Court where you were at 5:30 on Wednesday, March 8th.

Defendant: I was in H^olborn.

"Ah! And²⁰ what were you doing?"

"Asking a man a question."

"Aha!—but how do you know it was 5:30?"

"Aha⁴⁰ yourself! I was asking him the time." (47)

Meow!

Daphne: I say, Doris, I've an idea.

Doris: Be good to it. It's in a strange place. (17)



Relation of Principles of General and Commercial Education

(Continued from page 46)

struction is given under such authorities as Mr. Barnhart of Columbia University, Dr. Lomax of New York University, Miss Brewington of the University of Chicago, and Dr. Blackstone of the University of Iowa.

The commercial teacher is not only expected to have a thorough knowledge of the subject he teaches, but must be familiar with what is going on in the business world. He must have command of such cultural knowledge as will enable him to make his pupils feel the value of some classical learning, and in many schools he must have had some practical business experience. Add to these a knowledge of methods of teaching his subjects, and we⁹ find a teacher who is as fully equipped to teach his subjects as any other instructor is to teach in his particular field. Thus we have gained ground in bringing the commercial department up to the level of other departments in our schools.

Combine Vocational and Classical Subjects

What effect has this effort to relate the commercial and cultural courses had upon the curriculum? It has added many courses, the curriculum has become more flexible and adaptable. The cultural courses are permit-

ting more "practical" elements to enter—such as business letter writing in the English course—and the commercial students are required to study more history, English, sociology, etc. The time has come when educators realize that they are training men and women to meet the needs of life and become desirable members of society. Practical education no longer means that a person is being fitted only to make his living, but it means that that individual is preparing himself or herself to meet his life problems and be able to judge the best method of solving them.

Education whether commercial or cultural must produce efficient workmen and intelligent and loyal citizens. It takes a man or woman with a broad viewpoint and a thorough understanding of life to keep things moving, and in order to have this knowledge there must be a study of commercial work combined with a study of history, literature, language, science, sociology, psychology, etc.

Opinions from Big Business Houses

Letters requesting information concerning what business requires of stenographers and typists and wherein they failed to meet these requirements were sent out to a number of

representative firms. In a letter from Mr. F. P. Hamon, of the B. F. Goodrich Company, Akron, Ohio, he says:

The first thing in which we find students lacking is a knowledge of the fundamentals. By this, we mean English, spelling, geography, and a reasonable knowledge of arithmetic. Graduates, as a rule, are very much lacking in their vocabulary and their knowledge of countries and places, and ability to spell even ordinary words. All three of these things are essential to success.

The next general deficiency that we notice is the lack of background, which probably comes from not enough of general reading, mixing with people, and general academic training. Students should know something of history, economics, sociology, and general literature if they are going to advance and broaden out in their business work.

Again, we have the feeling that the schools are failing to give their students even a general idea of the fundamental nature of business and business organization. This can be done by the use of business organization charts, by teachers and students visiting offices and factories, and by forming contact with various business associations and business men.

Finally, we would not have any school overlook the necessity for training in character and the primary virtues, which are just as desirable and as necessary today as they ever were. It is surprising to see how many employees there are who would not think of taking money, but who do not hesitate to "soldier" on the job or "steal" a little time if they think they can get away with it.

Sears, Roebuck and Company writes:

In the case of stenographers, judging from our own experience, we find very often young women do not have sufficient knowledge of business in general to enable them to read their notes intelligently. They fail, too, in the correct use of punctuation and grammatical construction.

We sometimes find that those qualifying themselves as secretaries lack initiative and ability to assume responsibility. A capable secretary should be taught that to succeed she must tactfully learn the details of her employer's business, and be able to gather up all loose ends in an effort to keep the routine of the business running smoothly.

Mrs. Elizabeth Young, instructor in charge of the apprentice training class at the American Rolling Mill Company, Middletown, Ohio, replied with a very excellent letter, in which she says:

We find the girls consistently weak in the fundamentals of English, particularly in grammatical construction, punctuation, syllabication, and spelling. Especially have we found them weak on the rules governing agreement of verbs with their subjects and pronouns agreeing in number with their antecedents. Then, too, the fundamental rules governing the use of *lie* and *lay*, *who* and *whom*, *shall* and *will*, and similar constructions seem to give them considerable trouble. It seems to me that some of the girls have

a fairly good knowledge of these points and yet lack the initiative to change incorrect dictation to the correct form.

I believe so far as shorthand and typing are concerned, most of these girls have an adequate understanding of what business demands of them. However, such little points as the salutation or complementary closing, if not indicated by the dictator, are omitted from the letter merely because these expressions were not included in their notes. Their typing usually is of good quality until they are required to make several carbon copies. Here it seems they get nervous for fear of making errors and having to correct them on so many copies.

Another point I might mention is that the girls usually want to make a rough draft of their dictation and then have that corrected before making a final copy. This is one of the things we do not want them to do, inasmuch as this practice causes considerable delay in getting out actual correspondence when they are placed on permanent jobs and also adds considerably to the cost of the letters. It is imperative that mailable copies be made in their first attempt. Without doubt their errors in transcription come from lack of reading a whole sentence in their notes.

It occurs to me that every school should endeavor to reproduce as far as possible actual business conditions in the classroom. By so doing, the gap which usually exists between school work and office work can, in a large measure, be bridged.

We see from these letters that business expects us to give our commercial students something besides the mechanics of typing and shorthand. Our students lack background in general reading, meeting people, and knowledge of history, geography, sociology, etc.

Commercial and General Education Complementary

What does this mean for us as teachers? It means that we will have to combine commercial and general education in such a way that when we send our pupils out they will be equipped with a good, general knowledge of what business is and how it is carried on, and a knowledge of the fundamentals given in the cultural courses.

We may conclude, then, that commercial education and general education are not antagonistic, but they fit into each other as do the cogs on two wheels, and as the wheels turn together they produce that for which education stands—men and women who are prepared to shoulder the responsibilities of the changing, growing future, and to take their place among the most desirable citizens of society. In this type of education, have we not carried out the seven cardinal principles in both commercial and general education?

Teachers' Annual Blackboard Contest

The announcement of this event, usually made in this issue of our magazine, is coming next month, with some changes in the contest itself that will make it, we trust, of even wider interest and value to Gregg teachers. Watch for details in November!

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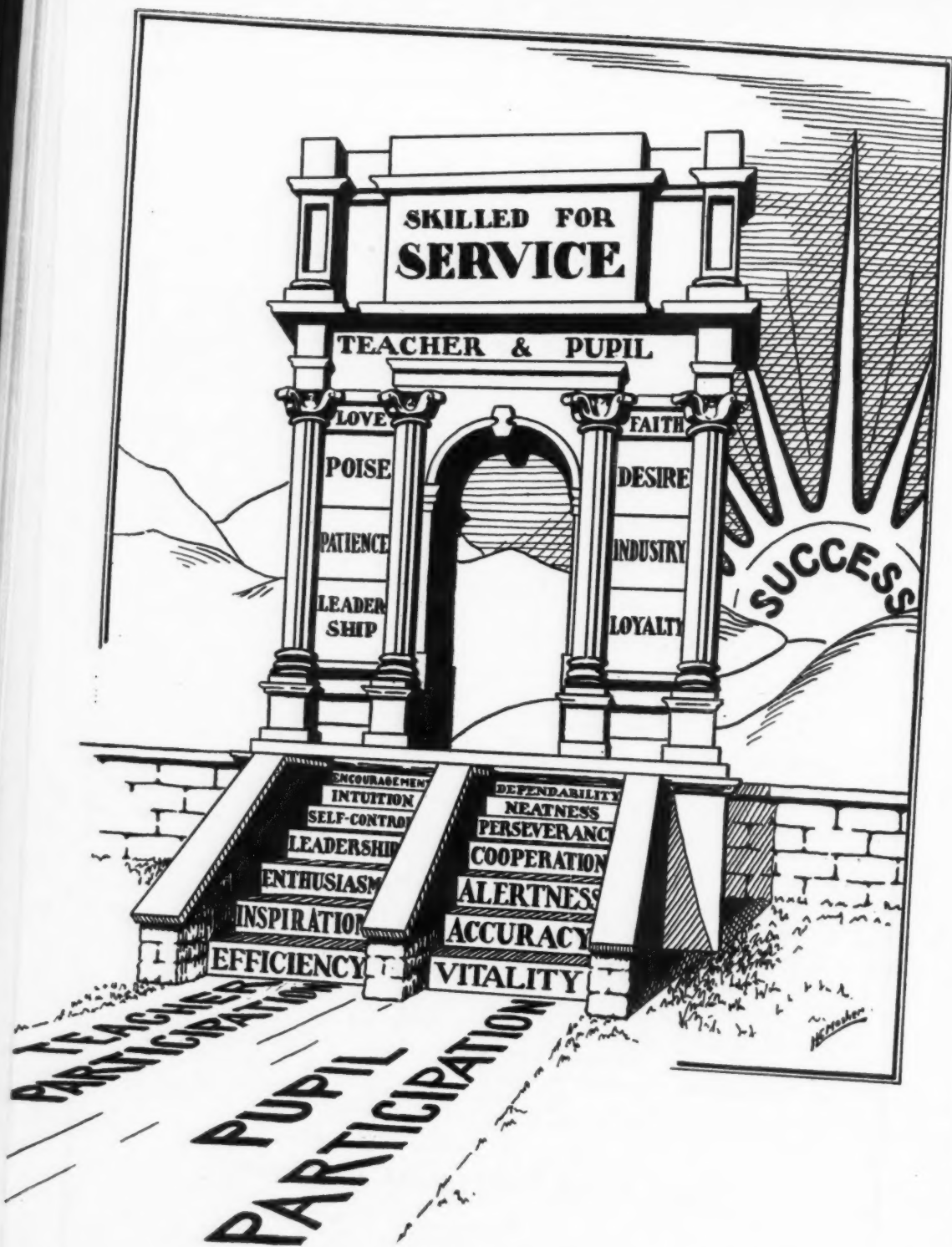
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(See page 86)